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ABSTRACT

This evaluation report of New York State Urban Education Quality Incentive Programs covers the second year in which the programs have functioned on a city-wide basis, 1971-72. Project summaries for 137 different programs in 31 districts in the city are listed and information is provided relating to objectives, project descriptions, budgetary details, location, project personnel, population served, contact person, and start and end dates. Similar information is provided for 26 other centralized programs operating in high schools as special education projects. The second part of the report is a listing of the programs by code number, district, title, and budgetary provisions within the areas of administration, bilingual programs, career development, cultural enrichment and heritage, early childhood, ESL, experimental elementary, guidance, industrial arts, information collection and dissemination, inservice training, mathematics, multimedia, and multi-services. The final part of the report relates to classification under the areas: paraprofessional programs, reading, science, and tutorial programs. An index is also provided with access to all the listings as they appear in Part I of the report. (RJ)

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State Urban Education Quality Incentive Programs

Summaries and Classified Data

Division of Funded Programs
Office Of Urban Education
Quality Incentive Programs

APRIL 1972

State Urban Education Quality Incentive Programs

Summaries and Classified Data

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OFFICE OF URBAN EDUCATION
Quality Incentive Programs

ETTA J. BERNSTOCK
Director

F O R E W O R D

This current year, 1971-72 marks the second year that State Urban Education programs have functioned on a city-wide basis. The expansion of the program to all districts means that all eligible public school children in the city can benefit from State Urban Education funds as far as allocations permit.

In addition to an extension of the program, the contents of this brochure testify to greater selectivity in the use of the $39,500,000 available this year to meet current local needs.

As an aid in maintaining this quality in programs, the State requires that an evaluation be made of each project. In addition, the City-Wide Monitoring Task Force and teams of State Urban Education staff monitor projects on a regular basis. The results of such studies supplement the careful supervision done by districts and central offices.

Recognition for the progress made in State Urban Education Quality Incentive Programs must go to many people . . . the community school boards and advisory groups, community superintendents, district coordinators, and the local staffs. At the central level, the Quality Incentive Program Director, Mrs. Etta Bernstock, and her staff deserve special commendation for their leadership roles. The staff of other bureaus, as Reimbursable Programs, Supplies, Planning and Research, Plant Operations and Maintenance and the Bureau of Educational Research also merit recognition for their help.

The assistance received from the State Education Department under the leadership of Assistant Commissioner Ratchick and Mr. John House, State Office of Urban Education, should also be cited. The program does represent a solid teamwork effort.

Under decentralization, the success of the Urban Education program in the years ahead rests primarily with the districts involved. The central staff stands ready to provide any assistance needed to move forward the program in our city.

HELENE M. LLOYD
Assistant Superintendent
Division of Funded Programs

May 15, 1972

I N T R O D U C T I O N

The State Urban Education Program was originally proposed by the New York State Board of Regents in November, 1967 as a means toward alleviating the education crisis in the inner city schools. The program was initiated in the Spring of 1969, by an Act of the State Legislature which provided funds for supplementary help for children with educational needs associated with poverty. The monies were allocated as "temporary apportionment" under Subdivision 11 of Section 3602 of the New York State Education Law.

Because the Legislature termed the appropriation a temporary one, legislation has been necessary each year to provide funds for the continuation of the program. This has been the fourth year of operation.

According to law, the State allocates the monies on a formula basis, and the Board of Education similarly suballocates the major portion of its allotment. The elements in the formula are:

The number of children receiving "Aid to Dependent Children," which merely determines eligibility for funds

The number of children in the sixth grade New York State Reading Test who are reading on or below fourth level

The weighted average daily attendance

The total State appropriation for 1970-71 had been $52,000,000 with an allowable carryover of 10% from 1969-70. The Legislature reduced the total appropriation for 1971-72 to $47,000,000 with no carryover privilege from 1970-71.

Of this amount New York City received a total of $39,475,619 for fiscal year July 1, 1971 - June 30, 1972. This reflected a 17.76% decrease from the previous year's allotment.

Community Districts determine how they wish to appropriate their monies; i.e., for Quality Incentive Programs and/or for Community Education Center Programs. As a result, a total of $25,130,875 was allocated by Districts to Quality Incentive Projects.

Quality Incentive Programs are planned by professional and community representatives to correct educational, motivational and/or cultural deficiencies of the target population, the "pupils who have special educational needs associated with poverty."

Community Education Center Programs are also planned by professional and community representatives, but are generally designed to meet the needs of employment, health, counseling, family service and education of different age groups in the community.

A proposal must be approved by the State Division of Urban Education before it may be implemented. Therefore, this bulletin contains summaries of only those proposals that have been approved and have become operative. It is important to note that the budgets indicated in the summaries are the amounts that were budgeted when the proposals were submitted. Some budget modifications may have been processed subsequently which may have changed the budget somewhat. However, in most cases, there was not a substantial change in the original budget.

The brochure, for the first time, indicates the schools or off-site locations at which programs are functioning according to the original proposal.

The brochure also contains a classified section which lists the projects according to their major area of interest.

According to State Urban Education legislation, the evaluation of such programs is mandatory. Under decentralization, the district arranges for its own evaluation, and based upon the results and recommendations incorporated in the evaluation report, it is left to the district to determine whether or not it chooses to recycle without change, to modify, or to discontinue projects at the end of the year.

With the depressed state of availability of tax-levy funds for our schools, State Urban Education monies are more urgently needed to provide the supplementary services essential to upgrade the achievement of our target population. Yet, with the greater need has come a reduction of the State appropriation. If we are to accomplish the task of meeting the educational needs of inner city children, much greater financial help will have to be provided by the State. Only with a concerted effort on the part of all forces, financial, professional, parental and community, will the objective of equal opportunity and achievement be accomplished for our target population, the children with special educational needs associated with poverty.

ETTA J. BERNSTOCK
Director of Urban Education
Quality Incentive Programs

A C K N O W L E D G E M E N T S

This brochure contains summaries of 1971-72 State Urban Education Quality Incentive Programs which encompass a great variety of projects planned for children having educational needs associated with poverty.

Sincere appreciation is extended to those who contributed to the production of the publication. The summaries were written by Mrs. Edna Lynch, Mrs. Sibyl Wolfe and Mrs. Kathleen Phair, Area Associates, and Mr. Norman Brammer, Assistant to the Director, in the Office of Urban Education Quality Incentive Programs. The information was extracted from the proposals submitted by Community School Board Chairmen and Community Superintendents. Appreciation is also extended to the District Coordinators of Urban Education for their excellent contributions and cooperation, and to the Bureau of Reimbursable Programs with whom we work so closely.

Mr. Don Pitkoff, Industrial Arts Curriculum Coordinator designed the cover. Miss Gail Brackett, Miss Carmen Cordova, and Mrs. Bertha Epstein, secretaries in the Office of Urban Education Quality Incentive Programs, performed the arduous typing task.

Great appreciation is expressed to Assistant Superintendent Helene M. Lloyd in charge of the Division of Funded Programs for her guidance and cooperation.

A special note of thanks is also extended to Mr. John House, Administrative Director of the State Division of Urban Education and his staff for their continued cooperation.

ETTA J. BERNSTOCK
Director of Urban Education
Quality Incentive Programs

DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS

District	Community Superintendents	QIP Coordinators
1	Mr. Jerome C. Kovalcik 80 Montgomery Street New York, New York 10002 964-8396	Mr. Gary W. Lee 964-5852
2	Mrs. Rhoda Lansky 210 East 33 Street New York, New York 10033 532-8287	Mr. Robert J. Mendillo 685-3788
3	Mr. Alfredo Mathew, Jr. 300 West 96 Street New York, New York 10025 864-6570	Mrs. Tessa Harvey 749-5215 Mr. Joseph Elias 864-6767
4	Mr. Martin Frey 346 East 117 Street New York, New York 10035 831-4028	Mrs. Shirley Walker 722-1022
5	Dr. Abraham Cohen (Acting) 433 West 123 Street New York, New York 10027 666-7300	No Quality Incentive Programs
6	Dr. Edwin J. Haas 665 West 182 Street New York, New York 10033 795-5400	Miss Marjorie Henderson 281-6970 Mr. Benjamin Garcia 795-5400
7	Mrs. Lucille Rosenberg (Acting) 501 Courtlandt Avenue Bronx, New York 10451 292-8120	Mr. George M. Cohen 635-5959
8	Dr. William T. Dorney 1967 Turnbull Avenue Bronx, New York 10473 823-0700	Mr. Richard Helfont 931-3360
9	Mr. Andrew G. Donaldson 1377 Jerome Avenue Bronx, New York 10452 588-5130	Mr. Chet Wooten 588-6708
10	Dr. I. Theodore Wiesenthal 3961 Hillman Avenue Bronx, New York 10463 884-3100	Mrs. Sandra Lerner 884-1005

DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS

District	Community Superintendents	OIP Coordinators
11	Mr. Nicholas Cicchetti 71 Metropolitan Oval Bronx, New York 10462 828-4200	Mrs. Anna Petsche 828-8506
12	Dr. Felton E. Lewis (Acting) 708 East Tremont Avenue Bronx, New York 10457 299-6000	No Quality Incentive Programs
13	Mr. Stanley Taylor 44 Court Street Brooklyn, New York 11201 834-9550	Mr. Charles Trice 834-8908
14	Mr. William H. Rogers (Acting) 310 South First Street Brooklyn, New York 11211 963-4800	No Quality Incentive Programs
15	Dr. Anthony J. Ferrerio 360 Smith Street Brooklyn, New York 11231 625-4984	Mr. Kal Hartstein 858-1587
16	Mrs. Joyce Coppin (Acting) 1010 Lafayette Avenue Brooklyn, New York 11221 452-1094	Mr. Leonard Clarke Mr. Robert Richardson (Asst.) 491-8850
17	Dr. Charles I. Schonhaut 2 Linden Boulevard Brooklyn, New York 11226 462-4900	Mrs. Eleanor Jacoby Mrs. Eleanor Pittman (Asst.) 462-4422
18	Mr. Harvey Garner (Acting) 545 Utica Avenue Brooklyn, New York 11203 773-4425	Miss Marian Romain 772-7170
19	Mrs. Annette P. Goldman 590 New Lots Avenue Brooklyn, New York 11207 649-1270	No Quality Incentive Programs
20	Dr. Juliet Saunders 1031 59 Street Brooklyn, New York 11219 851-5116	Dr. Anthony Polemini 851-7051

DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS
(continued)

District	Community Superintendents	QIP Coordinators
21	Miss Dolores Chitraro 345 Van Sicklen Street Brooklyn, New York 11223 266-1714	Mrs. Ethel Tucker Miss Michaelyn Beardsley (Asst.) 266-9366
22	Mr. Ralph Brande 3109 Newkirk Avenue Brooklyn, New York 11226 856-5879	Mrs. Audrey Weiner 856-5821
23	Dr. Bobby Ray Johnson 320 Rockaway Avenue Brooklyn, New York 11233 485-8100	No Quality Incentive Programs
24	Dr. Irving Berchuck 67-54 80 Street Middle Village, New York 11379 894-5020	Mrs. Michaela Vilhotti Mr. Alan Feigelson (Asst.) 894-6047
25	Miss Joan Kenny (Acting) 70-30 164 Street Flushing, New York 11365 591-2100	Mr. Harold Schwartzapfel 14-14 College Point Blvd. College Point, N.Y. 11365 886-5166
26	Mrs. Josephine S. O'Brien 196-25 Peck Avenue Flushing, New York 11365 454-8600	Mr. John Nealon 454-8159
27	Mrs. Rose L. Schwab 90-15 Sutter Avenue Ozone Park, New York 11417 835-9000	Mr. Edward Reecks 835-6200
28	Dr. Carl H. King (Acting) 70-48 Austin Street Forest Hills, New York 11375 544-7020	Mr. Edward Gibson 544-2720
29	Mr. Max G. Rubinstein 221-10 Jamaica Avenue Queens Village, New York 11428 740-1000	Mr. Kenneth Gibbons 740-2288

DIRECTORY OF COMMUNITY SUPERINTENDENTS AND DISTRICT COORDINATORS OF STATE URBAN EDUCATION QUALITY INCENTIVE PROGRAMS
(continued)

District	Community Superintendents	OIP Coordinators
30	Mr. Sol Silver 42-15 Crescent Street Long Island City, N.Y. 11101 729-6300	Mr. Milton Mayefsky Mr. Irwin Berkowitz (Asst.) 729-5268
31	Mr. Maurice Wollin 211 Daniel Low Terrace Staten Island, New York 10301 447-3300	Mrs. Barbara Maginley 447-7950
High Schools	Mr. Jacob Zack Room 826 110 Livingston Street Brooklyn, New York 11201 596-8968	Miss Ann Braunstein Mrs. Mary McLaughlin (Asst.) Room 623 596-6493
Special Schools	Mr. Murray Hart Room 303 110 Livingston Street Brooklyn, New York 11201 596-8968	Mr. Irwin Shanes Mr. Lindsay White (Asst.) Room 922E 65 Court Street Brooklyn, N.Y. 11201 596-2808
Special Education	Dr. Helen D. Feulner Room 304 110 Livingston Street Brooklyn, New York 11201 596-8928	Mr. Howard Goldstein Room 215, 624-6992 Mrs. Laura Shapiro Room 313D, 643-9623 131 Livingston Street Brooklyn, N.Y. 11201

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Part I

PROJECT SUMMARIES

DISTRICT ADMINISTRATION

Primary Objectives

To provide planning advice and draftsmanship for State Urban Programs.
To supervise all programs so that they will be properly implemented.

To disseminate results thereof to interested parties and institutions.

To establish a unified system of compensatory education for the community school district.

Project Description

The coordinator plans, supervises and reviews State Urban programs with professional, paraprofessional and community groups.

He holds meetings with paraprofessionals and community groups to disseminate information about the programs and afford the members of the community the opportunity to suggest means of furthering their needs.

The coordinator assists in the evaluation of all programs and acts upon feedback from such evaluations.

The clerical staff types letters and requisitions and compiles and processes reports.

District Number: 1

Function Numbers: B/E 33-2-6451
SED 14-71-01-1CAB

Total Budget: $10,266

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator (part-time)
1 Supervising Stenographer (part-time)
1 Supervising Clerk (part-time)
1 Clerk Typist (full-time)

Contact Person
Mr. Gary W. Lee
80 Montgomery Street
New York, New York 10002
Telephone Number: 964-5852

ELEMENTARY SCHOOL EDUCATIONAL ASSISTANTS UPPER GRADES 3-6

Primary Objectives

Upon conclusion of the program, the children in the classes in which educational assistants were assigned, will show greater improvement in reading than comparable classes used as a control group. This will be measured by using the 1971 New York City reading test scores as the pre-test data and the 1972 scores as the post-test data.

Upon conclusion of the program, the parents and other adults in the community will be better informed about school matters and will identify more closely with school goals as demonstrated in attitude questionnaires.

Project Description

Educational assistants are assigned to classes where the children are one-half year or more academically retarded. They work under the direction of the classroom teacher in the areas of classroom management and routines; preparation, distribution and collection of materials; small group instruction and supervision of lunch periods.

District Number: 1

Function Numbers: B/E 33-2-6453
SED 14-71-01-1-02

Total Budget: $132,865

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 4, 15, 19, 20, 34, 61, 63, 64, 97, 122, 134, 140, 160

Number of Children Served
Elementary: 728

Project Personnel
26 Educational Assistants (full-time)

Contact Person
Mr. Gary W. Lee
80 Montgomery Street
New York, New York 10002
Telephone Number: 964-5852

PROJECT READ

Primary Objectives

Upon conclusion of the program, the children who used the Sullivan Programmed Materials will show greater improvement in reading as demonstrated by standard tests than children of comparable ability levels who did not use such materials.

Upon conclusion of the program, the participating teacher will exhibit higher morale and be more willing to experiment than teachers who have been confined to the traditional approach.

Project Description

Project Read is designed to increase the reading levels of students in Grades K-4 and to stimulate interest in reading and in other subjects. The Corrective Reading Teacher has had two years experience with the program and orients the new teachers in the use of the materials. Teachers, experienced in the program, are used as buddy teachers to support those teachers new to the program as they learn the techniques of using the materials. In addition, a consultant from Behavioral Research Laboratories visits as a resource person when support is needed.

Lessons are given daily for about two hours, with other activities interspersed in order to prevent loss of attention. An educational assistant receives, classifies and helps distribute materials. Under teacher direction she supervises children who are working on individual bases, as recommended by the corrective reading teacher.

District Number: 1

Function Numbers: B/E 33-2-6455
SED 14-71-01-1-04

Total Budget: $18,785

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: 140

Number of Children Served
Elementary: 620

Project Personnel
1 Educational Assistant
(full-time)

Contact Person
Mr. Gary W. Lee
80 Montgomery Street
New York, New York 10002
Telephone Number: 964-5852

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

Upon conclusion of the program, the children in the classes with which the teacher-trainers are working, will show greater improvement in reading than they did last year, as measured by standardized tests. The teacher-trainers will show improvement in strategies and techniques and the turnover among the teachers they assist will be less than for new teachers in comparable districts.

Project Description

A curriculum coordinator who is paid out of tax levied monies holds periodic conferences with teacher-trainers so that a uniformly coordinated district approach to teacher training can be effectuated and individualized pedagogic direction and assistance can be rendered to each new and inexperienced teacher.

The teacher-trainers are experienced, competent teachers who spend half of each day giving demonstration lessons. During the rest of the time, the trainers confer with the participating teachers about the demonstration lessons and various teaching strategies, techniques, procedures and routines. Each trainer works with approximately ten new and inexperienced teachers with emphasis on language arts and the development of reading skills.

District Number: 1

Function Numbers: B/E 33-2-6456
SED 14-71-01-1-03

Total Budget: $155,482

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Gary W. Lee
80 Montgomery Street
New York, New York 10002
Telephone Number: 964-5852

Specific Schools Involved
Elementary: PS 4, 15, 19, 34, 61, 63, 64, 97
JHS and/or IS: JHS 71

Number of Children Served
Elementary: 1,750
JHS and/or IS: 250

Number of Teachers Served
Elementary: 80
JHS and/or IS: 10

Project Personnel
8 Teachers (full-time)

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To actively engage four-year olds in formal learning activities that articulate the school and community life styles in a program facilitated by professional teachers and, where possible, with support personnel such as a family worker and family assistant. This objective will be measured by a Classroom Observation Guide designed for use in recording pupil engagement in classroom activities.

To introduce specific teaching processes which research has indicated as likely to have a positive impact on pupil performance in urban settings. It is expected that staff members will form functional instructional teams to design and install an enriched and highly individualized experience for each cohort of pupils in a flexible-use setting. Project-constructed and field-tested survey instrument and instructional activity observational guide will be used to obtain data on the teaching process.

To increase active pupil participation in the instructional process in self-directed activities and small group activities involving the use of newer technology/media, facilitated by the instructional team and an Instructional Resource Staff. To determine the pupil's ability to participate in independent study activities, a project-constructed and field-tested Teacher Rating Scale of Pupil Performance will be used.

Project Description

Every child from Pre-kindergarten through grade six participates in activities planned for individual and/or groups which cover the seven basic curriculum areas. Their activities, however, take place under a different set of environmental conditions than in the regular school program. The physical facilities are structured to include more openness for exploration, independent activity and groups varying in size and activity. Increased instructional material and equipment are available to support staff efforts at generating pupil involvement in the acquisition of skills, in the use of words, numbers and other symbols, to communicate feelings, information and relationships. Pupils in this learning environment have greater options for developing role models through their expanded contacts with a variety of adults, thereby increasing their opportunities to develop a wholesome attitude toward themselves as capable beings who have the power to influence the present and the future.

A guidance counselor assists the supervisory and instructional staff to provide the optimum program, climate and conditions for each child to develop to his fullest potential.

An Instructional Resource Center is manned by a teacher and an educational assistant.

A Resource Training and Development Unit assumes a variety of responsibilities which include program development, quality control and assessment, maintaining consistency to the Model A design, continuity in development and coordination of efforts.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

Additional teachers are provided in order to develop the cluster units with supporting teams of teachers and educational assistants. This team which constitutes the cluster unit that is accountable for planning and instruction, represents a staffing pattern different from the regular school programs.

District Number: 1

Function Numbers: B/E 33-2-8401
SED 14-71-01-1-01

Total Budget: $547,588

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 110

Number of Children Served
Elementary: 500

Project Personnel
1 Assistant Principal (full-time)
18 Teachers (full-time)
1 Guidance Counselor (full-time)
1 School Secretary (full-time)
24 Educational Assistants (full-time)
2 Family Assistants (full-time)
4 School Aides (full-time)

Contact Person
Mr. Gary W. Lee
80 Montgomery Street
New York, New York 10002
Telephone Number: 964-5852

SCIENCE EXPERIENCE PROGRAM

Primary Objectives

At the conclusion of the program 70% of the children participating will attain a grade of 75% as measured by teacher-made tests.

Project Description

Each educational assistant works with all of the teachers of grades 4 to 6, organizing and maintaining the science supply room, assembling and distributing the experimental kits and assisting the pupils to understand and complete their experiments.

Individualized learning kits are developed from the programmed learning and workbook materials and other classroom supplies provided in the program.

The district science coordinator conducts four seminars for the teachers of the target classes during grade meetings to acquaint them with the specifics of the program and the dynamics of the team approach in science teaching.

District Number: 2

Function Numbers: B/E 35-2-6452
SED 14-71-02-1-08

Total Budget: $31,135

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 23, 33

Number of Children Served
Elementary: 150

Project Personnel
5 Educational Assistants
(full-time)

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

IMPROVEMENT OF COMPUTATIONAL SKILLS

Primary Objectives

It is anticipated that 75% of the target population will, at the end of the program, demonstrate a gain in computational skills of five months, as measured by the Metropolitan Achievement Test.

Project Description

The focus of the program is to upgrade the underachievers' skills in mathematical computation by individualizing instruction based on diagnosis of each student's weaknesses; by providing bilingual assistance where language difficulty is the source of the problem; by providing individual and small-group remediation in addition, subtraction, multiplication and division; and by utilizing a laboratory learning situation with manipulative instructional materials.

The pupils have been referred by teaching and supervisory personnel because of a retardation of one or more years in computational skills. They work in groups of 15 with each group attending for two hours weekly.

District Number: 2

Function Numbers: B/E 35-2-6453
SED 14-71-02-1-02

Total Budget: $15,499

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 104

Number of Children Served
JHS and/or IS: 150

Project Personnel
1 Teacher (full-time)

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

UTILIZATION OF EDUCATIONAL ASSISTANTS, GRADE 3

Primary Objectives

At the conclusion of this program, 60% of the participants will attain a mean increase of three months in reading and mathematics as measured by the Metropolitan Achievement Tests.

Project Description

The purpose of the program is to provide trained paraprofessional assistance for the classroom teacher. The educational assistants work with small groups and individual children under the direct supervision of the classroom teacher. They also assist in the preparation, utilization and storage of teaching materials, and in classroom routines.

District Number: 2

Specific Schools Involved
Elementary: PS 1, 3, 26, 33, 41, 51, 198

Function Numbers: B/E 35-2-6456
SED 14-71-02-1-10

Number of Children Served
Elementary: 310

Total Budget: $41,740

Project Personnel
8 Educational Assistants (full-time)
2 Educational Assistants (part-time)

Status of Project: Recycled

Beginning Date: 9/13/71

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

Completion Date: 6/30/72

UTILIZATION OF LIBRARY ASSISTANTS

Primary Objectives

As a result of the library teacher being relieved of the clerical duties, individualized instruction by the teacher will result in a mean increase of three months in reading as measured by the Metropolitan Achievement Test.

Project Description

The development of proficiency in the library skills by an educational assistant enables the librarian to devote more time to implementing an intensive teaching, reading and school library program. She now has time to prepare more fully, plan in consultation with the classroom teachers, diversify her approach and utilize varied techniques and media. Because of the service of the educational assistant, the library has become the instructional materials center, available to all, on a formal and informal basis.

District Number: 2

Function Numbers: B/E 35-2-6457
SED 14-71-02-1-12

Total Budget: $22,776

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 6, 116, 158, 198
JHS and/or IS: JHS 167

Number of Children Served
Elementary: 750
JHS and/or IS: 150

Project Personnel
6 Educational Assistants (full-time)

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

SCHOOL-HOME LIAISON

Primary Objectives

For those students who participate for a minimum of two months, it is anticipated that there will be a 50% reduction in truancy rates as well as a 50% increase in the number of students having a passing average, as measured by daily attendance records and final reports, respectively.

Project Description

The family assistants work with the schools' attendance coordinators, teachers, guidance personnel and supervisors to check with the homes of students who manifest patterns of underachievement, poor behavior or poor habits of attendance and/or punctuality. They interview parents at their homes and participate in workshops which involve parents. Wherever possible, bilingual family assistants are employed so that they can also serve as interpreters for non-English-speaking parents who visit the schools.

District Number: 2

Function Numbers: B/E 35-2-6459
SED 14-71-02-1-07

Total Budget: $14,728

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 151
JHS and/or IS: JHS 167

Number of Children Served
Elementary: 150
JHS and/or IS: 300

Project Personnel
3 Family Assistants
(full-time)

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

SANCTUARY CLASS

Primary Objectives

Of those students who have participated in this program for at least two months, it is anticipated that 60% will return to their regular classrooms and of those, 50% will attain a passing average in their respective grades.

Project Description

The participants in this program, selected by joint consultation with the classroom teacher and guidance counselor, remain on the rosters of their regular classes and spend the major part of the day in those classes. Each child is individually programmed for his stay in the Sanctuary Class and is instructed according to specific curricula designated by his class teacher.

Care is taken to avoid scheduling the pupil to be out of the regular classroom when that class is engaged in major activities. Each child's program is changed, as necessary, to permit his attendance at, or exclusion from, special activities such as class trips and auditorium programs.

An educational assistant works, under direct supervision of the Sanctuary Class teacher, in preparing and distributing materials; keeping records and assisting in small-group and individual instruction.

District Number: 2

Function Numbers: B/E 35-2-6460
SED 14-71-02-1-06

Total Budget: $25,727

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 126

Number of Children Served
Elementary: 100

Project Personnel
1 Teacher (full-time)
1 Educational Assistant (full-time)

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

SITUATIONAL REINFORCEMENT LANGUAGE TRAINING

Primary Objectives

At the conclusion of the program, those children who had been rated "D" or lower in the Puerto Rican Study Language Ability Scale, will score at least one level higher.

At the conclusion of the program, 60% of the children will demonstrate the ability to move from readiness to the reading of a slight vocabulary as measured by the Durrell Reading Readiness Test.

Project Description

This program is designed to develop English language facility, new teaching methodology and materials for the increasing numbers of immigrant children from Hong Kong and Puerto Rico who have little or no knowledge of the English language. In an intensive English language training clinic, selected non-English-speaking students are instructed by teachers who have been trained and experienced in the Institute of Modern Language methodology.

The student is introduced to the language through situations which he can understand. Grammatical structures are introduced according to the situations. The student practices conversation in controlled situations progressing to where he can expand and synthesize a few ideas into connected discourse and to condense the main ideas in connected discourse into simple statements. Each day for 14 weeks, the student receives a minimum of two periods of intensive language training and five of regular school subjects before moving from the orientation class to a transitional class or a regular class.

Educational Assistants, working under the direct supervision of the teachers, prepare and distribute materials, keep records and assist with small group instruction.

District Number: 2

Function Numbers: B/E 35-2-6461
SED 14-71-02-1-09

Total Budget: $57,373

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 65

Number of Children Involved
JHS and/or IS: 160

Project Personnel
3 Teachers (full-time)
2 Educational Assistants (full-time)

Contact Person
Mr. Robert Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

IN-MIGRANT SCHOOL COMMUNITY PROJECT

Primary Objectives

Fifty per cent of the participants will demonstrate a greater understanding of language, ability to listen, to follow verbal directions, to speak in sentences and to say the sounds of letters. They will acquire an awareness of rhyming patterns, and a knowledge of sight words and reading on pre-primer and primer levels. Each child's achievement of these skills will be measured by the Metropolitan Reading Readiness Test. Pre-testing will be informal testing and the teacher's judgment of individual children's needs.

Project Description

The program focuses on development of skills and attitudes which will enable the pre-school and kindergarten child to participate fully in the ongoing elementary curriculum.

The children are encouraged to use bilingual interest centers in each curriculum area whenever they are not involved in large-group activities. The centers are so structured as to maximize opportunities for social interaction. Individualized materials, many providing laboratory-type experiences, are created by the teacher.

Bus trips to such places of interest as the Central Park and Bronx Zoos and the Brooklyn Botanical Gardens, stimulate language learnings and provide first-hand experiences which these children would not otherwise have.

A psychologist pre and post tests the children and works with classroom teachers and parents. Outside services are arranged for, when necessary.

District Number: 2

Function Numbers: B/E 35-2-6462

Location of Project
Stanley Isaacs Neighborhood Center
in Holmes-Isaacs Houses
403 East 93 Street
New York, New York 10028

Specific Schools Involved
Elementary: PS 151

Project Personnel
1 Teacher (full-time)
1 School Psychologist (part-time)
1 Senior Clerk (full-time)

Total Budget: $82,074

Number of Children Served
Elementary: 200

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

READING LABORATORY

Primary Objectives

As a result of the diagnosis, treatment and remediation, it is anticipated that 75% of the target population will demonstrate a reading gain of five months, as measured by the Metropolitan Achievement Test.

Project Description

The program focuses upon providing a highly individualized self-directing and self-correcting approach to the elimination of reading disabilities. The reading laboratories operate daily from 9:00 a.m. to 3:00 p.m. with students working in groups of 15 for two sessions each week. Referrals are made by classroom, guidance and supervisory staff. Each student is tested, the test results are diagnosed and form the basis for recommendations to meet each student's needs. A schedule of work and materials is prescribed for each student. Each pupil is trained in the use and function of the materials, works independently, charts his own progress and makes his own decisions in a highly structured situation.

The teacher's role is to teach the pupils to help themselves, to insure success by carefully matching materials to needs, to guide, to interpret and evaluate growth and to supply on-the-spot assistance. He interacts with individuals and small groups as well as conducting full-group activities.

The teacher in the junior high school has an educational assistant who prepares and distributes materials, keeps records and, under teacher supervision, assists in small-group activities.

District Number: 2

Function Numbers: B/E 35-2-6463
SED 14-71-02-1-11

Total Budget: $38,451

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 42
Junior High: JHS 17

Number of Children Served
Elementary: 150
Junior High: 150

Project Personnel
1 Educational Assistant
(full-time)

Contact Person
Mr. Robert Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

PRE-SCHOOL PROGRAM

Primary Objectives

Fifty per cent of the participants will demonstrate the following language arts skills: a greater understanding of language, the ability to listen to stories, to follow verbal directions, to speak in sentences and to say the sound of letters; awareness of rhyming patterns and a knowledge of sight words and reading on pre-primer and primer levels.

Each child's achievement of these skills will be measured by the Metropolitan Reading Readiness Test. Pre-testing will be by informal testing as prescribed by D.D. Durrell in his text, "Improving Reading Instruction." Teachers' awareness of individual children's needs will also be taken into consideration.

Project Description

This program focuses upon the development of insights, attitudes and skills which enable the pre-school child to participate fully in the ongoing elementary curriculum.

This goal is approached through the establishment of a child-centered classroom which provides social, emotional, intellectual and physical learning for each participant.

The teacher, assisted by the educational assistant, develops interest centers in each curriculum area within the classroom. When the children are not involved in a large-group instructional experience, they are encouraged to utilize the interest centers. The teacher structures the centers and participates in such a way as to maximize learnings in social interaction and sharing and to develop competency for coping successfully within both small and large group situations. She is aided by the educational assistant.

In developing independence in the selection of interest areas, the children learn to recognize problems and request help. Each interest area presents the children with laboratory experiences. The reading center, for instance, contains among other materials, games for auditory training, language lotto and moveable alphabets and the mathematics center has Cuisinaire rods and Rosmussen Math Lab Sheets.

PRE-SCHOOL PROGRAM
(continued)

District Number: 2

Function Numbers: B/E 35-2-6464
SED 14-71-02-1-03

Total Budget: $23,699

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 130

Number of Children Served
Elementary: 20

Project Personnel
1 Teacher (full-time)
1 Educational Assistant (full-time)

Contact Person
Mr. Robert Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

BILINGUAL RESOURCES PROGRAM

Primary Objectives

It is anticipated that there will be a 50% reduction in truancy rates for the students who participate in the program for a minimum of two months as measured by daily attendance records.

Fifty per cent of the target population will maintain a passing average as measured by daily attendance records.

Project Description

The program is designed to develop curriculum resources and on-the-job teacher training to meet the diversity of needs of the pupils more closely. This makes it necessary for the participating teachers to work on a more systematic basis with paraprofessionals who are bilingual and have a familiarity with either the Puerto Rican or Chinese community. The teachers are responsible both for teacher training and for acting as resource personnel in the curriculum areas in which they are specialists. Each is also responsible for planning and developing programs in his specialty.

The educational assistants work under the supervision of and in concert with the resource teacher assigned to that school. Their primary responsibility is in the field of their familiarity with the neighborhood and its cultures. They assist by translating and more generally facilitating communication between the child and the professional as well as between the parent and the professional.

District Number: 2

Function Number: B/E 35-2-6465
SED 14-71-02-1-04

Total Budget: $35,053

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 2

Number of Children Served
Elementary: 500

Project Personnel
2 Teachers (full-time)
2 Educational Assistants (full-time)

Contact Person
Mr. Robert Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

DIAGNOSTIC READING PROGRAM K-3

Primary Objectives

To prepare a diagnostic chart for each program participant which identifies and describes any reading difficulties which may be present as determined through a variety of testing instruments including Frostig, Roswell-Chall, and Draw-a-Man.

To develop and implement individual activities for each of the 50 children with the most severe reading difficulties and to improve the reading ability of 50% of the group by six months as measured by a standardized test.

Project Description

All activities take place during the school day. During the first phase, an estimated two weeks, all children in Grades K-3 are screened by one teacher and an educational assistant, using selected diagnostic testing materials to identify reading difficulties. The findings for each child are communicated to the class teacher for use in the ongoing class program.

During the second phase, the 50 children identified as requiring the most intensive remedial sequences are grouped on the basis of related needs. Each group of 5 to 10 children meets with the program for one hour each day. The individual sequences for each child are developed by the program's teacher.

The Educational Assistant assists by gathering the children, returning them to their classrooms, maintaining records and facilitating small group and individual activities under the supervision of the class teacher.

District Number: 2

Function Numbers: B/E 35-2-6466
SED 14-71-02-1-05

Total Budget: $24,410

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 40, 11

Number of Children Served
Elementary: 400

Project Personnel
1 Teacher (full-time)
1 Teacher (part-time)
1 Educational Assistant (full-time)

Project Personnel
Mr. Robert J. Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

INNOVATIVE MATERIALS, PROCESSES, AIDS TO CREATIVE TEACHING (IMPACT)

Primary Objectives

To enable each participating teacher to demonstrate the ability to plan, organize and implement learning experiences based on the open classroom; the use of multiple classroom personnel in individualizing classroom instruction; the development of teacher and child-made materials in the instructional program; and the school neighborhood as a service of learning experiences, teaching materials and resource personnel. Progress will be measured by surveys developed by supervisors and staff members.

To enable each participating teacher to develop an individualized program of inservice professional growth through the identification of his particular needs and the planning and implementation of sequentional experiences. Progress will be measured through pre- and post-inventories developed by the supervisors and staff members.

Project Description

The program's three teacher trainers and the Early Childhood supervisor are assigned, each to one school for two days each week, for intensive inservice training. The training activities include procedures for classroom organization and management, development of interest centers, development-adaptation and utilization of teacher-child-made and commercial materials, and the use of the school neighborhood as a source of learning experiences, resource personnel and teaching materials. The staff members also work individually with participating classroom teachers in identifying needs and planning individual sequences for each participant.

During two of the remaining days, each staff member functions as a specialized resource person in two other participating schools, based upon a schedule developed with the principal of each school.

The fifth day of the week is allocated to developing and maintaining community resources, ordering and evaluating teacher-training materials, maintaining records, preparing for individual and group conferences at the schools and for project staff conferences.

The parent program assistant functions as liaison between and among the staff members and parent and community groups as well as assisting in the identification and utilization of community resources.

INNOVATIVE MATERIALS, PROCESSES, AIDS TO CREATIVE TEACHING
(IMPACT)
(continued)

District Number: 2

Function Numbers: B/E 35-2-6467
SED 14-71-02-1-01

Total Budget: $102,847

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 2, 3, 23, 33, 40, 41, 42

Number of Children Served
Elementary: 3,750

Project Personnel
1 Early Childhood Supervisor (full-time)
1 Teacher (full-time)
1 Parent Program Assistant (full-time)

Contact Person
Mr. Robert Mendillo
210 East 33 Street
New York, New York 10016
Telephone Number: 685-3788

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To actively engage four-year olds in formal learning activities that articulate the school and community life styles in a program facilitated by professional teachers and, where possible, with support personnel such as a family worker and family assistant. This objective will be measured by a Classroom Observation Guide designed for use in recording pupil engagement in classroom activities.

To introduce specific teaching processes which research has indicated as likely to have a positive impact on pupil performance in urban settings. It is expected that staff members will form functional instructional teams to design and install an enriched and highly individualized experience for each cohort of pupils in a flexible-use setting. Project constructed and field tested survey instrument and instructional activity observational guide will be used to obtain data on the teaching process.

To increase active pupil participation in the instructional process in self-directed activities and small group activities involving the use of newer technology/media, facilitated by the instructional team and an Instructional Resource Staff. To determine the pupil's ability to participate in independent study activities, a project-constructed and field-tested Teacher Rating Scale of Pupil Performance will be used.

Project Description

Every child from Pre-kindergarten through grade six participates in activities planned for individual and/or groups which cover the seven basic curriculum areas. Their activities, however, take place under a different set of environmental conditions than in the regular school program. The physical facilities are structured to include more openness for exploration, independent activity and groups varying in size and activity. Increased instructional material and equipment are available to support staff efforts at generating pupil involvement in the acquisition of skills, in the use of words, numbers and other symbols, to communicate feelings, information and relationships. Pupils in this learning environment have greater options for developing role models through their expanded contacts with a variety of adults, thereby increasing their opportunities to develop a wholesome attitude toward themselves as capable beings who have the power to influence the present and the future.

A guidance counselor assists the supervisory and instructional staff to provide the optimum program, climate and conditions for each child to develop to his fullest potential.

An Instructional Resource Center is manned by a teacher and an educational assistant.

A Resource Training and Development Unit assumes a variety of responsibilities which include program development, quality control and assessment, maintaining consistency to the Model A design, continuity in development and coordination of efforts.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

Additional teachers are provided in order to develop the cluster units with supporting teams of teachers and educational assistants. This team which constitutes the cluster unit that is accountable for planning and instruction, represents a staffing pattern different from the regular school programs.

District Number: 3

Function Numbers: B/E 37-2-8401
SED 14-71-03-1-01

Total Budget: $1,019,234

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 185, 208

Number of Children Served
Pre-School: 90
Elementary: 1,245

Project Personnel
3 Assistant Principals (full-time)
38 Teachers (full-time)
3 Teachers (part-time)
2 School Secretaries (full-time)
59 Educational Assistants (full-time)
2 Family Assistants (full-time)
1 Parent Program Assistant (full-time)

Contact Person
Mrs. Tessa Harvey
300 West 96 Street
New York, New York 10025
Telephone Number: 749-5215

FAMILY ASSISTANTS-HOME LIAISON

Primary Objectives

To improve attendance rates among students served by family assistants. It is expected that there will be a 25% improvement in a comparison of pre and post treatment attendance rates.

To improve grade level promotion rates among students served by this program. It is expected that 75% of the students involved in this program for six months or more will achieve promotion.

Project Description

The family assistants, one assigned to each school, act as liaisons between homes, schools and public agencies. They render valuable service to the families and their schools because of their familiarity with the neighborhood and the parents. They work closely with attendance teachers and guidance counselors and visit homes to discuss special problems relating to school adjustment, education, attendance, vocation, health and housing. They report results to guidance counselors or attendance teachers for follow-up. They maintain lists of local agencies that offer assistance to families and individuals.

District Number: 4

Function Numbers: B/E 39-2-6452
SED 14-71-04-1-02

Total Budget: $24,436

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 72, 107, 108, 109, 171

Number of Children Served
Elementary: 200

Project Personnel
5 Family Assistants (full-time)

Contact Person
Mrs. Shirley Walker
346 East 117 Street
New York, New York 10035
Telephone Number: 534-7735

EDUCATIONAL ASSISTANTS GRADES 3-6

Primary Objectives

To increase the number of students attaining grade level promotion. It is expected that 75% of the participants involved in this program for at least five months will attain grade level promotion.

Project Description

The educational assistants are placed in those classrooms where there are large numbers of non-English-speaking pupils, pupils with low reading and/or math scores and other pupils who need individual attention.

Under the supervision of the classroom teachers, the educational assistants participate in daily and long-range planning; work with small groups and individual children; assist with classroom routines and activities and alert the teachers to the special needs of individual children. They also assist in the selection and preparation of materials and equipment. They accompany the teachers and children on trips and assist with supervision. When possible, they give bilingual instruction.

The educational assistants receive training from the District training team.

District Number: 4

Function Numbers: B/E 39-2-6453
SED 14-71-04-1-05

Total Budget: $198,559

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Mrs. Shirley Walker
346 East 117 Street
New York, New York 10035
Telephone Number: 534-7735

Specific Schools Involved
Elementary: PS 7, 57, 83, 96, 101, 107, 108, 109, 121, 146, 155, 168, 171, 206

Number of Children Served
Elementary: 615

Project Personnel
41 Educational Assistants (full-time)

PARENT PROGRAM ASSISTANTS

Primary Objectives

To assess the effectiveness of orientation and training of new and inexperienced paraprofessionals. It is expected that 75% of the paraprofessionals will rate their training as having been "excellent" or "good" as indicated on a cumulative tabulation of a five-point Likert type scale.

To assess the effectiveness and use of parent program assistants as school-community liaison workers by interviews designed to determine the nature, extent and effectiveness of community contact.

Project Description

The parent program assistants are residents of the community who have had previous experience in working with schools and the community. They aid in the orientation and training of new and inexperienced paraprofessionals. They conduct workshops during the school day to demonstrate the use of audiovisual materials and equipment and to reinforce needed skills. The parent program assistants observe paraprofessionals working with children and schedule those who are inexperienced to observe experienced paraprofessionals at work. They also assist with schedules, record keeping, time keeping, preparation and distribution of payrolls and other matters pertaining to the efficient use of all paraprofessionals assigned to their schools.

Because of their previous experience they act as liaisons between school and community and thereby create better community relations and greater parental participation.

District Number: 4

Function Numbers: B/E 39-2-6454

Total Budget: $155,907

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Number of Paraprofessionals Served
Elementary: 41
JHS and/or IS: 25

Specific Schools Involved
Elementary: PS 7, 57, 72, 80, 83, 96, 101, 102, 107, 108, 109, 112, 121, 146, 155, 168, 171, 206
JHS and/or IS: IS 117, JHS 13, 45, 99

Number of Children Served
Elementary: 15,538
JHS and/or IS: 5,004

Project Personnel
23 Parent Program Assistants (full-time)

Contact Person
Mrs. Shirley Walker
346 East 117 Street
New York, New York 10035
Telephone Number: 534-7735

EDUCATIONAL ASSISTANTS IN JUNIOR HIGH SCHOOLS

Primary Objectives

To provide further educational development in reading and mathematics for students functioning two years or more below grade level. It is expected that 75% of the program participants will gain one month for each month enrolled in the program as measured on standardized tests.

To improve language facility in English among non-English-speaking students. It is expected that 80% of the participants will show statistically significant improvement as measured on a bilingual rating scale.

Project Description

The educational assistants, under the supervision of the teacher, provide individual and small-group instruction. The instruction is given to those pupils who are two or more years retarded in reading and mathematics because of economic deprivation and, in some instances, also because of language difficulty.

The educational assistants are trained, during the school day, by the heads of departments and the district coordinators of reading, mathematics and English as a second language.

District Number: 4

Function Numbers: B/E 39-2-6456
SED 14-71-04-1-03

Total Budget: $121,072

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 13, 45, 99, 117

Number of Children Served
JHS and/or IS: 250

Project Personnel
25 Educational Assistants (full-time)

Contact Person
Mrs. Shirley Walker
346 East 117 Street
New York, New York 10035
Telephone Number: 534-7735

ADMINISTRATIVE PROJECT

Primary Objectives

To provide services that will meet the needs of inner-city children of District 6.

To effectively implement, supervise and evaluate programs in District 6.

To disseminate information to schools, parents, community members, educators and the general public regarding State Urban Education Programs.

Project Description

A supervisor assists the District Coordinator of Funded Programs in the implementation, supervision and administration of all aspects of the State Urban Education Programs. He visits all schools in order to supervise effectively and evaluate all programs. He is responsible for dissemination of information about all programs. A supervising stenographer handles all communications and performs all office duties related to these programs. A supervising clerk handles all budgetary and fiscal matters including payroll and purchase orders. A typist duplicates, files and systematizes all clerical work.

District Number: 6

Function Numbers: B/E 43-2-6451
SED 14-71-06-1-CAB

Total Budget: $36,025

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Supervisor (full-time)
1 Supervisor (part-time)
1 Supervising Stenographer (full-time)
1 Supervising Clerk (part-time)
1 Typist (full-time)

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

BILINGUAL PROGRAM

Primary Objectives

To develop language skills in English through a coordinated program of supportive services to the child and the family. As a result of this program, of those students who fall in categories "one" and "two" in the New York City Board of Education's Scale of Pupil's Ability to Speak English, 80% will demonstrate an increment of one rating above that at which they entered.

Project Description

Children are selected on the basis of having been rated "one" or "two" on the New York City Board of Education Scale of Pupil's Ability to Speak English. They are screened by a social worker.

Instruction is given in all subject areas while the pupils learn the second language. Bilingual professional assistants and educational assistants work under the supervision of the classroom teacher, teaching skills to the children in their dominant language and assisting with small-group and individual instruction.

Home visits are made by the social worker to assist the pupil's family in receiving supportive school/community services. Visits to homes are also made by parent program assistants, who are under the direction of a Senior School Neighborhood Worker, in order to encourage parental involvement in conferences, workshops and other educational activities.

District Number: 6

Function Numbers: B/E 43-2-6453

Specific Schools Involved
Elementary: PS 28, 98, 115, 128, 132, 152, 173, 186, 187, 189, 192
JHS and/or IS: JHS 52, 143, 164

Project Personnel
1 Social Worker (full-time)
9 Bilingual Professional Assistants (full-time)
1 Supervising Stenographer (full-time)
1 Senior School Neighborhood Worker (full-time)
10 Parent Program Assistants (full-time)
5 Educational Assistants (full-time)
2 Teacher Aides (full-time)

Total Budget: $212,198

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Number of Children Served
Elementary: 5,449
JHS and/or IS: 1,051

Contact Person
Mr. Robert Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

LIBRARY USE INCENTIVE

Primary Objectives

To afford children a more intimate association with books and other visual media and give them incentive to use books for information and pleasure.

To develop reading skills by means of increased motivation in reading books and thus help overcome retardation.

To develop research skills to improve academic achievement through broader use of books.

It is anticipated that at the conclusion of the program, 80% of the participants will score 75% or better on a basic library skills test developed by the District library coordinator.

Project Description

Educational Assistants read to the children, assist them in locating books and in using the card catalogue. They also work with small groups of children listening through earphones to taped stories. They also assist the teacher by checking in new, unprocessed books.

Their help provides the library teacher with greater opportunity to develop in the students such skills as ability in various aspects of research and ability to summarize information.

District Number: 6

Function Numbers: B/E 43-2-6454
SED 14-71-06-1-04

Total Budget: $74,407

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, NEw York 10033
Telephone Number: 795-5400

Specific Schools Involved
Elementary: PS 28, 98, 115, 128, 132, 152, 173, 186, 187, 189, 192
JHS and/or IS: JHS 52, 143 164

Number of Children Served
Elementary: 14,507
JHS and/or IS: 5,069

Project Personnel
8 Educational Assistants (full-time)
6 Teacher Aides (full-time)

TRAINING TEAMS
(Summer)

Primary Objectives

To increase the reading and math scores of the children through participation in small group instruction by teachers and trained educational assistants.

To increase educational advantages for pupils by helping the staff to work more effectively through additional specialized training.

The anticipated improvement will be measured by questionnaires submitted to children, teachers and auxiliaries. In addition, children will be given pre and post standardized tests.

Project Description

Two teachers give initial orientation to all auxiliary personnel. They also conduct regularly scheduled in-service training sessions, from 9:00 a.m. to 12:00 noon. The sessions include generic training, skills and home relations training.

The auxiliary trainers work under the supervision of the teachers, assisting in the in-service training of auxiliary personnel and in the preparation of materials.

Auxiliary personnel also receive on-the-job training, by the training team, in their individual schools and in seminars conducted at the district office.

District Number: 6

Function Numbers: B/E 43-2-6457S
SED 14-71-06-1-02

Specific Schools Involved
Elementary: PS 28, 98, 115, 128, 132, 152, 173, 186, 187, 189, 192
JHS and/or IS: JHS 52, 143, 164

Number of Paraprofessionals Served
Elementary: 175
JHS and/or IS: 53

Total Budget: $5,146

Status of Project: Recycled

Project Personnel
2 Teachers (part-time)
4 Auxiliary Trainers (part-time)

Beginning Date: 7/1/71

Completion Date: 8/20/71

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

TRAINING TEAMS
(Fall)

Primary Objectives

To increase the reading and math scores of the children through participation in small group instruction given by teachers and trained educational assistants.

To increase educational advantages for pupils by helping the staff to work more effectively through additional specialized training.

The anticipated improvement will be measured by questionnaires submitted to children, teachers and auxiliaries. In addition, children will be given pre-and post-standardized tests.

Project Description

Auxiliary personnel are released from their duties to participate in training sessions. They attend sessions daily either from 8:30 a.m. to 12:00 noon or from 1:00 to 4:30 p.m. These sessions are for educational assistants, family workers, family assistants and teacher aides and include generic training and skills and human relations training.

Late afternoon and evening meetings are scheduled for parents and community by the Senior School Neighborhood Worker.

District Number: 6

Function Numbers: B/E 43-2-6457F
SED 14-71-06-1-09

Total Budget: $41,781

Status of Project: Recycled

Number of Paraprofessionals Served
Elementary: 168
JHS and/or IS: 30

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

Specific Schools Involved
Elementary: PS 28, 98, 115, 128, 132, 152, 173, 186, 187, 189, 192
JHS and/or IS: JHS 52, 143, 164

Project Personnel
2 Teachers (full-time)
1 Senior School Neighborhood Worker (full-time)

Beginning Date: 9/13/71

Completion Date: 6/30/72

ENRICHMENT AND CULTURAL HERITAGE ACADEMY

Primary Objectives

To schedule cultural experiences for children in District 6.

To involve the children in artistic activities which are given viable and relevant meaning by their cultural heritage.

To assist children in recognizing their own artistic abilities and give them pleasurable experiences through positive accomplishment in the Arts.

To improve the children's self-image through exposure to Spanish and Black Cultural Heritage and through innovative curriculum concepts.

The amount of improvement will be measured by comparing a group of non-participating children with the participating group on initial and final characteristics of artistic recognition, artistic involvement, self-image and exposure to Spanish and Black Cultural Heritage.

Project Description

From September 10 to June 30, the Senior School Neighborhood Worker, under direct supervision of the director of funded programs and the program supervisor, visits parents to interpret the program and to involve them in its implementation. She also arranges planning conferences to alert parents and community to the positive role that culture plays in children's total development. She confers with consultants who are recognized artists and performers both in Western Hispanic and American tradition.

From January 22 to June 24, on Saturdays from 9:00 a.m. to 1:00 p.m., the children meet at two schools where they are exposed to experiences in music, art, film making, dance and the drama by teachers with expertise in these areas.

Educational assistants, under the supervision of the teachers, give assistance to small groups and assist with distribution of materials and perform other class-related duties.

The Senior School Neighborhood Worker and the Parent Program Assistant act as liaison between the school and the home.

ENRICHMENT AND CULTURAL HERITAGE ACADEMY
(continued)

District Number: 6

Function Numbers: B/E 43-2-6458
SED 14-71-06-1-07

Total Budget: $49,670

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

Specific Schools Involved
Elementary: PS 28, 115, 128, 132, 173, 186, 192
JHS and/or IS: 143, 164

Number of Children Served
Elementary: 208
JHS and/or IS: 42

Project Personnel
2 Supervisors (part-time)
2 Teachers-in-Charge (part-time)
12 Teachers (part-time)
1 Senior School Neighborhood Worker (full-time)
2 Typists (part-time)
2 Parent Program Assistants (part-time)
12 Educational Assistants (part-time)
4 Teacher Aides (part-time)
4 School Aides (part-time)

DEVELOPING WIDER HORIZONS AS STUDENTS AND CONSUMERS

Primary Objectives

To raise the level of performance of the students in reading, math, crafts and consumer education through individual and small group instruction and guidance. It is expected that as a result of having participated in this program, 80 per cent of the children will show one-half year's growth in reading and math, as measured by the Metropolitan Achievement Test. It is also expected that pupils will learn more skills in shop and home making. As a result of having participated in this program, 80% of the pupils will develop a better awareness as consumers.

Project Description

The program operates from 9:00 a.m. to noon, daily. The children engage in small group instruction in study skills in reading, designed to enable them to select important information in ads, texts and television commercials. Each student takes part in a daily 45-minute activity with a reading or mathematics specialist. Each pupil also spends 90 minutes daily in consumer education activities with teachers who have expertise in these areas.

Educational Assistants work in the classroom, under teacher supervision, especially assisting with bilingual students.

District Number: 6

Function Numbers: B/E 43-2-6459
SED 14-71-06-1-01

Total Budget: $21,693

Status of Project: New

Beginning Date: 7/1/71

Completion Date: 8/20/71

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

Specific Schools Involved
Elementary: PS 98, 152
Junior High: JHS 52

Number of Children Served
Elementary: 70
Junior High: 70

Project Personnel
1 General Assistant (part-time)
1 Guidance Counselor (part-time)
7 Teachers (part-time)
1 Typist/Clerk (part-time)
6 Educational Assistants (part-time)
1 Parent Program Assistant (part-time)
4 School Aides (part-time)

FESTIVAL WORKSHOP PROGRAM

Primary Objectives

To develop the creative potential of the child.

To encourage self-expression through art.

To create confidence in skill development.

To encourage awareness of the role of art and history in civilization.

The degree of attainment of the objectives will be measured by observing classes and workshops; by interviewing teachers and students; and by examination of a sample of the children's art work.

Project Description

The children attend classes, at the Cloisters Museum, to experiment in the techniques of medieval craftsmen. They are encouraged to express themselves artistically and to become aware of the art and culture of another period. This is accomplished through a series of workshops which lead to a discussion of medieval works of art in the Museum. During the workshop sessions, the children are taught the techniques of weaving, stain-glass making, glass blowing and armor. The children make their own tents, costumes and displays for a Medieval Festival.

Parents are encouraged to volunteer to participate in classes and assist the children. Volunteers from the Urban Corps Program assist the children in reaching the Museum and help set up the day's activities. They are under the aegis of the teacher who supervises the program.

District Number: 6

Function Numbers: B/E 43-2-6460
SED 14-71-06-1-03

Total Budget: $2,332.00

Status of Project: New

Beginning Date: 7/27/71

Completion Date: 8/27/71

Specific Schools Involved
Elementary: PS 98, 152, 187
189, 132
Junior High: JHS 52

Number of Children Served
Elementary: 75
Junior High: 15

Project Personnel
1 Teacher (part-time)

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

BLACK STUDIES

Primary Objectives

To incorporate Black Studies into the district's Social Studies Curriculum.

To provide resources for specialized services to eligible district schools.

To help children develop awareness of the contributions made by Black people to modern society, to American society, to western civilization and to the world.

Results will be measured by a questionnaire designed to gather information on children's awareness of contributions made by Black people to American Society and one designed to ascertain the extent to which each school has specialized services and has incorporated Black Studies into its curriculum.

Project Description

Children and teachers visit the Black Studies Center for talks, films, workshops, exhibits and study. They may borrow reference books, literature, paintings, films, records and coordinated displays for use in their own social studies units.

One teacher assumes overall supervisory responsibility for the implementation and conduct of the project. She parepares exhibits and coordinates all activities in the Center.

An Educational Assistant works at the Center, at the direction of the teacher, participating in planning and assisting with small groups or individual children.

The Parent Program Assistant visits the children's homes, meets with teachers, members of parent associations and other community members in order to foster better understanding of the schools.

BLACK STUDIES
(continued)

District Number: 6

Function Numbers: B/E 43-2-6461
SED 14-71-06-1-05

Total Budget: $36,629

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 28, 98, 115, 128, 132, 152, 173, 186, 187, 189, 192
JHS and/or IS: 52, 143, 164

Number of Children Served
Elementary: 7,372
JHS and/or IS: 2,208

Project Personnel
1 Teacher (full-time)
1 Typist (full-time)
1 Educational Assistant (full-time)
1 Parent Program Assistant (full-time)

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

REMEDIAL BILINGUAL CLASSES

Primary Objectives

To increase the ability of the newly arrived Spanish-speaking child to speak, read and write English.

To increase the ability of the newly arrived Spanish-speaking child to use and comprehend both English and Spanish.

As a result of participation in this program a statistically significant number of children will progress to the next achievement level on the New York City Board of Education Scale of Pupils' Ability to Speak English.

Project Description

This program takes place daily from 3:15 to 5:15 p.m. The children are selected on the basis of a rating of "one" or "two" on the "New York City Board of Education Scale of Pupils' Ability to Speak English." Under the teachers' direction, bilingual educational assistants work with small groups of children, using lesson plans and materials prepared by the teachers. The educational assistants translate this material into the child's language, when necessary as a tool of instruction, especially in conceptualization skills. Each small group receives instruction in oral English.

District Number: 6

Function Numbers: B/E 43-2-6462
SED 14-71-06-1-06

Total Budget: $31,633

Status of Project: New

Beginning Date: 9/30/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 186, 192

Number of Children Served
Elementary: 60

Project Personnel
1 Teacher-in-Charge (part-time)
3 Teachers (part-time)
1 Typist (part-time)
4 Educational Assistants (part-time)

Contact Person
Mr. Benjamin Garcia
665 West 182 Street
New York, New York 10033
Telephone Number: 795-5400

AFRO-AMERICAN HISTORY AND CULTURE PROGRAM

Primary Objectives

To develop, with the sixth and seventh graders, a knowledge of Afro-American History and Culture. As a result of the program, 80% of the children will gain one grade from the pre to the post testing in a content test.

To provide a team approach to the development of curriculum for the teaching of Afro-American History and Culture. This goal will be deemed successful if there is a curriculum developed for programs by the end of the year.

Project Description

The program is conducted as an integral part of the history and social science program during the regular school day. The coordinator, teacher-trainer and educational assistants on the staff visit the school to offer suggestions for the effective use of materials which have been distributed to the teachers.

The coordinator meets with teachers at grade and staff conferences and other times convenient to individual teachers to assist them in the use of multi-media materials and techniques for the development of pertinent lesson plans.

The materials used stress giving the pupils an opportunity to develop the techniques of inquiry and discovery.

Experts in the fields of Afro-American or African art, music and the dance are hired as consultants. The students are also instructed about African customs, dress, law and politics as well as about Black Americans in all of these areas.

Trips are taken to such places of interest as the Studio Museum, Schomberg and Cullen libraries and the Museum of Natural History.

District Number: 7

Function Numbers: B/E 45-2-6453
SED 14-71-07-1-04

Total Budget: $75,756

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 5, 18, 27, 30, 31, 37, 43, 49, 51, 65, 154, 157, 161
JHS and/or IS: IS 139, 149, 151, 162

Number of Children Served
Elementary: 2,700
JHS and/or IS: 540

Contact Person
Mr. George M. Cohen
501 Courtlandt Avenue
Bronx, New York 10451
Telephone Number: 635-5959

PUERTO RICAN AND HISPANIC HISTORY AND CULTURE PROGRAM

Primary Objectives

To develop with the sixth and seventh graders a knowledge of Afro-American/Puerto Rican and Hispanic History and Culture. As a result of the program, 80% of the children will gain one grade point (i.e. from C to B) from the pre to the post testing in a content test.

To provide a team approach to the development of curriculum for the teaching of Puerto Rican and Hispanic History and Culture. This goal will be deemed successful if there is a curriculum developed for programs by the end of the year.

Project Description

This program is conducted as an integral part of the History and Social Science program during the regular school day. The children are instructed twice each week in Puerto Rican and Hispanic History and Culture. A multi-media approach is employed in order to give pupils an opportunity to develop the techniques of inquiry and discovery.

The coordinator, teacher-trainer and auxiliary trainer visit the teachers in the various schools to offer suggestions for the effective use of the rich and varied current materials distributed to them. The program staff, as a team, is responsible for developing model lesson plans and compiling suitable materials. The coordinator meets with teachers at grade conferences, staff conferences and at other times convenient for individual teachers.

Consultants assist in the planning and implementation of special programs.

The classes involved in the program take field trips to such places of interest as ASPIRA and the Puerto Rican Forum.

PUERTO RICAN AND HISPANIC HISTORY AND CULTURE PROGRAM
(continued)

District Number: 7

Function Numbers: B/E 45-2-6454
SED 14-71-07-1-03

Total Budget: $78,385

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 5, 18, 27, 29, 30, 31, 37, 40, 43, 65, 154, 157, 161
JHS and/or IS: IS 139, 149, 151, 162

Number of Children Served
Elementary: 2,700
JHS and/or IS: 540

Project Personnel
2 Teachers (full-time)
1 Auxiliary Trainer (full-time)
2 Educational Assistants (full-time)
1 Supervising Clerk (full-time)

Contact Person
Mr. George M. Cohen
501 Courtlandt Avenue
Bronx, New York 10451
Telephone Number: 635-5959

TRIPLE S

Primary Objectives

It is anticipated that after exposure to this program, 60% of the participants will be returned to the regular classroom; those retarded two or more years will show a six months increment; those reading at grade level will maintain this level or show a gain; 75% will show an increase in mathematics ability; and 75% will show an increase in attendance.

Gains in reading and mathematics will be measured by pre and post tests. Readiness to return to regular classrooms will be judged by a set of criteria developed by the program staff. Improvement in attendance will be determined by comparing attendance records.

Project Description

Children are admitted to this program by recommendation from the Bureau of Child Guidance where they are given psychological and intelligence tests. Those who are found to be mentally retarded or emotionally disturbed are not included but are referred to the proper agencies.

The teachers plan educational programs for each child in order to raise his functional educational level. Sessions with individual students are also conducted by the psychologist (who is tax levied) and a guidance counselor.

Students participate in group activities in order to raise levels of self-awareness and increase insight into "acting-out" behavior as well as interpersonal relations with peers. These activities include "rap" sessions, class meetings, an arts and crafts program and health education as well as trips to increase children's awareness of their environment.

As children are considered able to return to regular classes others take their places. A maximum of 24 children are included in the program at any one time.

Teachers are trained to function in the "rap" session by the psychologist and guidance counselor.

Educational Assistants work with individual children and small groups according to a program outlined and supervised by the teacher.

TRIPLE S
(continued)

District Number: 7

Function Numbers: B/E 45-2-6455
SED 14-71-07-1-01

Total Budget: $74,807

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 38

Number of Children Served
JHS and/or IS: 50

Project Personnel
1 Guidance Counselor (full-time)
1 Guidance Counselor (part-time)
2 Teachers (full-time)
1 Stenographer (full-time)
2 Educational Assistants (full-time)
1 Family Assistant (full-time)

Contact Person
Mr. George M. Cohen
501 Courtlandt Avenue
Bronx, New York 10451
Telephone Number: 635-5959

DISTRICT CAREER RESOURCE CENTER

Primary Objectives

It is anticipated that 1,000 community persons and professional staff will visit the center to receive information and use materials concerning educational and career needs. This will be measured by keeping a log of visitors and a check-list to determine the type of services provided and whether the services met the needs of the participants.

It is anticipated that Center personnel will develop 20 lessons and ten audiovisual programs related to career and educational information in the elementary school. A questionnaire will determine their value to the teacher and counselor.

It is anticipated that 250 parents will take part in workshops and field trip experiences. A log will determine the number of parents involved and whether the program met their needs.

It is anticipated that 30 counselors and/or teachers will be involved in a program of training in the use of career and educational information in the elementary school. A teacher-made test will determine the gain in their use of career and educational information.

Project Description

The program operates from a Center which students and parents visit to obtain vocational and occupational guidance. The program includes visits also, by business people to the schools and visits by students and parents to various businesses. Monthly trips are made to institutions of higher education. Parents participate in monthly workshops.

A career and educational multi-media library houses commercial, industrial and center-made literature all of which are available to the schools.

Center personnel conduct regular monthly in-service courses for teachers and counselors to enhance their use of educational career information in the classroom. They also conduct career and educational programs with the cooperation of business, university and community personnel for students, teachers, counselors and parent groups.

The coordinator organizes and administers all programs and is liaison between program personnel and business personnel. The parent program assistant works directly with the parents in the workshop and trip facets of the program after consultation with the coordinator.

The educational assistant and student aides work with small groups of children in conjunction with the counselor. They also assist in maintaining files.

DISTRICT CAREER RESOURCE CENTER
(continued)

District Number: 7

Function Numbers: B/E 45-2-6456
SED 14-71-07-1-06

Total Budget: $31,393

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 18, 31
JHS and/or IS: IS 139, 155, 162

Number of Children Served
Elementary: 500
Intermediate: 1,000

Project Personnel
1 Assistant Principal (full-time)
1 Assistant Principal (part-time)
1 Audiovisual Specialist (full-time)
1 Parent Program Assistant (full-time)
1 Educational Assistant (full-time)
2 Student Aides (part-time)

Contact Person
Mr. George M. Cohen
501 Courtlandt Avenue
Bronx, New York 10451
Telephone Number: 635-5959

CLASSMEETING PROGRAM

Primary Objectives

The children in the program will show an improvement in their participation in class, as measured by Metropolitan Achievement Test scores for a selected sample of children in the program. This goal will be deemed successful if there is an increase in .05 level of significance between pre and post testing.

Eighty per cent of the children in the program will achieve an increase of five points on the inventory scale from pre and post testing as measured by the Greenberg-Johnson Self-Image Inventory.

Project Description

This program seeks to provide success-oriented activities for children in grades K through 6. The activities, described in Schools Without Failure by William Glasser motivate the children to become actively involved in the learning process. The daily meetings run from 15 minutes in the lower grades to 30 or 40 minutes in the upper grades. They are led by the psychologist-coordinator with the help of a Spanish-speaking Parent Program Assistant. The teachers of the classes involved observe until such time as they can confidently assume the role of classmeeting leader. The leader asks questions to which there are no right or wrong answers and encourages the children to respond, accepting all answers. He endeavors to involve all participants in the discussion and thereby provide them with a feeling of success for having made a contribution.

An enrichment program develops from various activities suggested during the discussions. The children spend approximately one hour and 15 minutes per week in such activities as science, cooking, arts and crafts and photography, with emphasis on the "no failure" philosophy.

CLASSMEETING PROGRAM
(continued)

District Number: 7

Function Numbers: B/E 45-2-6458
SED 14-71-07-1-02

Total Budget: $38,219

Status of Project: New

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 49, 51, 65

Number of Children Served
Elementary: 1,500

Project Personnel
1 Psychologist (full-time)
1 Senior Clerk (full-time)
1 Parent Program Assistant (full-time)

Contact Person
Mr. George Cohen
501 Courtlandt Avenue
Bronx, New York 10451
635-5959

GUIDANCE ASSISTANTS IN THE JUNIOR HIGH AND INTERMEDIATE SCHOOLS

Primary Objectives

It is anticipated that 75% of the students with whom the educational assistants work will show progress toward better personal and social adjustment in the solution of their problem. Better adjustment will be assessed by counselor observation and records and by a rating scale of the Haggerty-Olson-Wickman type.

Project Description

Educational Assistants work with individual children and with small groups under the direct supervision of the school guidance counselor (tax levied) to aid the student in solving personal and social problems. They visit homes of students to establish contact with the parents and to obtain information about the student and his family. They also perform clerical and record keeping duties.

A guidance counselor (tax levied) coordinates the program and works closely with the school counselors to insure proper on-the-job training of the educational assistants. This takes place during daily half-hour individual conferences at which time procedures are explained and guidance philosophy is discussed. The counselor also observes the educational assistant and, subsequently, discusses her performance. The District Supervisor of Guidance provides additional training for the assistants, in monthly two-hour sessions.

District Number: 7

Function Numbers: B/E 45-2-6459
SED 14-71-07-1-08

Total Budget: $26,460

Status of Project: New

Beginning Date: 11/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 139, 151
155, 162
JHS 149

Number of Children Involved
JHS and/or IS: 250

Project Personnel
1 Typist (part-time)
5 Educational Assistants
(full-time)

Contact Person
Mr. George Cohen
501 Courtlandt Avenue
Bronx, New York 10451
635-5959

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To coordinate the State Urban programs in operation in District 8.

To plan, with the Community School Board, the Advisory Committee and the Community Superintendent for effective programs to meet the needs of the community.

Project Description

The Coordinator organizes and administers all State Urban Education programs. He plans programs with the Community Superintendent, the Advisory Committee, Community School Board, corporations and community agencies, professional staff and parents.

He budgets all programs, personnel and supply allocations, supervises professional, paraprofessional and administrative personnel and the preparation of reports. He attends workshops and meetings with school faculties and with non-professional groups. He evaluates programs and disseminates findings to educational and non-educational groups.

District Number: 8

Function Numbers: B/E 47-2-6451
SED 14-71-08-1-CAB

Total Budget: $50,881

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Assistant Principal (full-time)
1 Typist (full-time)
1 Clerk (full-time)
1 Student Aide (part-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

EDUCATIONAL ASSISTANTS - GRADE 3

Primary Objectives

To improve achievement in reading by the utilization of Educational Assistants to perform routine classroom tasks so that the teacher can devote more time to developing the potential of her children.

To provide improved instruction by having educational assistants provide for individual differences through small group learning situations.

It is anticipated that at least 75% of the children will show a gain of one grade level as measured by the Metropolitan Achievement Test in Reading.

Project Description

The Educational Assistants assist their cooperating teachers by performing such clerical and administrative tasks as keeping attendance and health records, preparing instructional materials and arranging displays and bulletin boards. They also help pupils by handling small remedial groups in reading or mathematics under the supervision of the classroom teacher.

The teacher trainer conducts forty two-hour training sessions for the educational assistants in order to provide them with an awareness of their function and the skills necessary to perform satisfactorily in the classroom.

The assistant coordinator confers with cooperating teachers, trainers and educational assistants and coordinates the training program.

District Number: 8

Function Numbers: B/E 47-2-6452
SED 14-71-08-1-02

Total Budget: $159,852

Number of Paraprofessionals Served
Elementary: 30

Project Personnel
2 Assistant Coordinators (part-time)
2 Teacher Trainers (part-time)
10 School Secretaries (part-time)
30 Educational Assistant (full-time)

Specific Schools Involved
Elementary: PS 39, 48, 60, 62, 75, 100, 107, 130, 140, 146
JHS and/or IS: 1,050

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Contact Person:
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

MATHEMATICS LABORATORIES

Primary Objectives

To improve achievement in mathematics by providing many manipulative experiences with physical materials.

As a result of the project, 90% of the pupils involved will show a measurable gain of one year as indicated on pre and post Metropolitan Achievement Tests.

Project Description

The participants in this program are scheduled for two 40-minute periods a week for laboratory activities that are related to topics of mathematics studies in class. A new curriculum involving "Flow Chart" procedures enables low achievers to solve complicated problems through the use of calculators. The flow chart procedures help pupils understand the concepts involved in these processes by grasping how the calculators made their calculations.

Several classes of students who have mathematics talent and potential also use the laboratory twice each week to solve problems related to their units of study.

The teachers employed for each laboratory have math backgrounds and are familiar with the use of calculators. The educational assistants have an interest and ability in mathematics.

District Number: 8

Function Numbers: B/E 47-2-6453
SED 14-71-08-1-04

Total Budget: $306,327

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 26, 39, 45,48, 62, 75, 146, 232

JHS and/or IS: IS 52, JHS 101, 120

Number of Children Served
Elementary: 2,385
JHS and/or IS: 1,365

Project Personnel
2 Teachers (full-time)
1 Teacher Trainer (part-time)
22 Educational Assistants (full-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

EARLY CHILDHOOD CENTERS

Primary Objectives

To improve the ability to use language functionally. At least 90% of the participants will show a positive increase on the Board of Education Child Development Scale and Checklist on language development.

To improve perceptual and cognitive skills. This objective will be measured by the Psychological Corporation Test of Concepts on which 90% of the participants will show a positive improvement.

To improve social skills. This objective will be evaluated in terms of the Board of Education Child Development Scale and Checklist, using the Personal, Social and Motor Scales.

Project Description

Two Early Childhood Centers provide four-year old children with the opportunity to develop the language, thinking, emotional and physical skills that will equip them for later educational experiences. The children attend either morning or afternoon classes, each of which consists of a three-hour session with an additional half-hour for lunch. The program emphasizes learning through self-selected activity. Language skills are taught using a variety of techniques and experiences, including trips, audiovisual aids and special reading readiness materials. Classroom activities include the use of blocks, sand and water and a library, and experiences in dramatics, music and mathematics as well as language arts. Each teacher is assisted by an Educational Assistant.

Parents are involved in weekly workshops designed to instruct them in how they may continue the work of the Early Childhood class at home. These are conducted by the Early Childhood Supervisor and the Parent Program Assistant, neither of whom is compensated through State Urban funding. Family Workers assist in the workshops and are available to escort children to clinics and act as liaisons between the Centers and the homes. The Family Assistant works closely with the Parent Advisory Council.

EARLY CHILDHOOD CENTERS
(continued)

District Number: 8

Function Numbers: B/E 47-2-6454
SED 14-71-08-1-03

Total Budget: $70,130

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 140,146

Number of Children Served
Pre-Kindergarten: 60

Project Personnel
2 Teachers (full-time)
2 Educational Assistants (full-time)
2 Family Workers (full-time)
1 Family Assistant (full-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

WORD POWER LEAGUE

Primary Objectives

To enable students to succeed in academic work. It is expected that 80% of the students will maintain grades higher than 80% in all academic areas.

To enable students to take special exams or apply for scholarships. It is expected that 90% of the students will take special exams or apply for scholarships and that 75% will achieve their goal.

Project Description

This program is aimed at preparing junior high school pupils to take special high school entrance exams or to seek scholarships. At each school, five teachers, each aided by two educational assistants, provide special instruction in English, mathematics, science, foreign languages, art and music. A guidance counselor aids students with personal problems and assists them with special high school placement. The selected students meet three times weekly from 3:00 p.m. to 5:00 p.m. A teacher-in-charge supervises the program.

District Number: 8

Function Numbers: B/E 47-2-6456
SED 14-71-08-1-09

Total Budget: $60,877

Status of Project: Recycled

Beginning Date: 10/5/71

Completion Date: 4/13/72

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

Specific Schools Involved
JHS and/or IS: IS 52

Number of Children Served
JHS and/or IS: 180

Project Personnel
3 Teachers-in-Charge (part-time)
15 Teachers (part-time)
3 Guidance Counselors (part-time)
3 School Secretaries (part-time)
30 Educational Assistants (part-time)

CLASSES FOR OVERAGED PUPILS OF ENGLISH AS A SECOND LANGUAGE

Primary Objectives

To decrease the truancy and drop-out rate of these students. The truancy and drop-out rate of these students will be recorded during the year to determine the amount of decrease and will also be compared to the district level truancy and drop-out rate.

To improve the English language ability of the students. This objective will be measured by administering the Puerto Rican Study English Language Characteristics Scale.

To improve the general ability of these students. The Inter-American Test of General Abilities (CIA) will be administered to measure the improvement.

Project Description

Fifteen students, all of whom have no knowledge of English, are overaged for class placement, have been in the country for less than two years and are underachieving, are enrolled in a self-contained vestibule class at each school. The classroom teacher, assisted by a bilingual educational assistant, is responsible for teaching four major subject areas. The educational assistants also handle routine classroom duties and, under the teacher's supervision, conduct small-group and individual remedial sessions. Included in the program, in order to vitalize the instruction, are field trips, firsthand experiences, audiovisual materials and language laboratories.

A teacher trainer conducts 20 sessions from 3:00 to 5:00 p.m. for teachers and educational assistants.

CLASSES FOR OVERAGED PUPILS OF ENGLISH AS A SECOND LANGUAGE
(continued)

District Number: 8

Function Numbers: B/E 47-2-6457
SED 14-71-08-1-05

Total Budget: $77,216

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 52, 131
JHS 120,125

Number of Children Served
JHS and/or IS: 60

Project Personnel
4 Teachers (full-time)
1 Teacher Trainer (part-time)
4 Educational Assistants (part-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

LINCOLN CENTER STUDENT PROGRAM

Primary Objectives

To motivate the students to become more interested in developing their own creativity by becoming directly involved in school productions. The number of students who become directly involved in school productions will be recorded. A 20% sample of students will be interviewed using the Student Interview Checklist. It is anticipated that 80% of the participating pupils will become more understanding of the arts.

To improve teachers' teaching of the performing arts.

Project Description

Students from the fifth and sixth and/or seventh and eighth grades of each of the designated schools attend a series of five in-school performances of music, drama, dance, opera and film, prepared and presented by professional artists from the member institutions of Lincoln Center.

The students also participate in classroom/auditorium orientation sessions related to these in-school performances. Educational materials and program notes for these sessions are prepared by the Lincoln Center Staff.

District Number: 8

Function Numbers: B/E 47-2-6459
SED 14-71-08-1-11

Total Budget: $23,888

Status of Project: Recycled

Beginning Date: 10/15/71

Completion Date: 6/30/72

Project Personnel
Members of the Lincoln Center Staff

Specific Schools Involved
Elementary: PS 48, 232
JHS and/or IS: IS 52, JHS 101, 123, 125

Number of Children Served
Elementary: 400
JHS and/or IS: 800

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

AFTER SCHOOL COMMUNITY AFFAIRS LEAGUE AND NEWSLETTER

Primary Objectives

To improve students' grades in social studies. It is expected that 80% of the eighth grade pupils in the project will maintain grades of 80% or better in social studies.

To improve the students' grades in all major subject areas. It is expected that 70% of the eighth grade pupils in the project will maintain grades of 80% in all major subject areas.

To improve the general achievement of the students. It is expected that these pupils will show a gain of one year or more in general achievement as measured on the Metropolitan Test of General Achievement.

Project Description

This program, for selected eighth grade students, is conducted three times each week from 3:00 to 5:00 p.m. The pupils tour their community and community landmarks and are involved in research projects related to the landmarks they visit. They study the causes of the community's present condition and the effects of present conditions on the psychological and sociological lives of its residents. The teachers also grade the students in publishing a district Newsletter to keep the community informed of educational and community events. Research findings gathered by students from interviews and library research as well as current educational news of each of the two dissimilar communities are published in the Newsletter.

A teacher-in-charge coordinates the activities of all personnel and edits the Newsletter. Educational Assistants work with the teachers in supplying social studies enrichment and photography. The secretary types the materials and translates English copy into Spanish.

AFTER SCHOOL COMMUNITY AFFAIRS LEAGUE AND NEWSLETTER
(continued)

District Number: 8

Function Numbers: B/E 47-2-6460
SED 14-71-08-1-10

Total Budget: $43,766

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 131,
JHS 101

Number of Children Served
JHS and/or IS: 90

Project Personnel
1 Teacher-in-Charge (part-time)
4 Teachers (part-time)
1 Secretary (part-time)
3 Educational Assistants (part-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473

TEENAGE HEADSTART

Primary Objectives

To improve the self-image of the teenage boys and girls. To measure the improvement, the Student Questionnaire (Appendix C) and the Student Interview (Appendix D) will be given to the teenage students.

To improve the career goals of the teenage pupils. Career goals expressed by the teenage students when they begin the program will be compared to those that they hold at the end of the program.

To improve the students' achievement in mathematics and reading. It is expected that 75% of the teenage students will improve by one year in mathematics and reading as determined by the Metropolitan Achievement Tests.

To improve the pre-school children's ability to use language functionally. To measure this objective, the New York City Board of Education Child Development Scale and the Intellectual Checklist (Appendix H) will be administered.

Project Description

Teenage students, selected by the guidance counselors, work under the supervision of an early childhood teacher, with 20 to 25 six-year old children from 3:00 to 5:00 p.m. daily. Five of the teenage students are assigned each day, on a rotating basis, to assist the early childhood teacher and lead the youngsters in directed activities. The remainder participate in a remedial and enrichment program conducted by a junior high school teacher. Their program emphasizes mathematics and reading and utilizes SRA kits, library books, programmed materials and teacher-made materials.

A guidance counselor provides a strong, corrective program, concentrating on areas wherein the teenagers have demonstrated a deficiency in academic attainment. An educational assistant works with the guidance counselor, during the day, performing clerical duties and acting as liaison with the teenagers' homes. She also assists the teacher, from 3:00 to 5:00 p.m. in individualizing remedial work for the teenage students.

TEENAGE HEADSTART
(continued)

District Number: 8

Function Numbers: B/E 47-2-6461
SED 14-71-08-1-07

Total Budget: $23,906

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 119
JHS and/or IS: JHS 125

Number of Children Served
Elementary: 30
JHS and/or IS: 30

Project Personnel
1 Supervisor (part-time)
2 Teachers (part-time)
1 School Secretary (part-time)
1 Educational Assistant (full-time)
1 Educational Assistant (part-time)
5 Student Aides (part-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473

SCIENCE INTEREST DEVELOPMENT PROJECT

Primary Objectives

To increase the students' interest in science. Student comments will be recorded to determine whether their interest increases during the program.

To assist the students in completing a science project and entering it in a science fair competition. A description of projects completed and teacher evaluation of each project will be recorded. It is expected that each project will be judged by experts to be equal or better in quality than that of the average junior high school student.

Project Description

Selected pupils with a special interest in science attend classes three times weekly from 3:00 to 5:00 p.m. Each student is provided with an individual program which includes laboratory work, conferences, research, and project development activities. Each student has full use of his school's laboratory facilities, under the supervision of a science teacher. Each participant is expected to submit a completed project, a scientific paper or a display model which he then may enter in a school, district or borough-wide science fair competition.

A teacher-in-charge supervises the entire project, supplies direction for the teachers and lab specialist and on-the-job training for the educational assistants.

District Number: 8

Function Numbers: B/E 47-2-6462
SED 14-71-08-1-06

Total Budget: $18,380

Status of Project: Recycled

Beginning Date: 10/1/71

Completion Date: 4/30/72

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

Specific Schools Involved
JHS and/or IS: IS 131,
JHS 120, 123
125

Number of Children Served
JHS and/or IS: 100

Project Personnel
1 Teacher-in-Charge) (part-time)
4 Teachers (part-time)
4 Laboratory Specialists (part-time)
4 Educational Assistants (part-time)
1 Teacher Aide (part-time)

EARLY CHILDHOOD CENTERS (SUMMER) P 36X and P 138X

Primary Objectives

The pupils involved in this project will indicate a positive and significant difference in their self-attitudes.

Eighty per cent of the pupils involved in this project will indicate a positive adjustment in school.

Project Description

There are two basic parts to the program. The component for children is designed for those who have had no previous school experience or limited experience. Each class of 25 pupils is taught daily, from 9:00 a.m. to 3:00 p.m., by a regular teacher who emphasizes learning through self-selected activity. The children are taught language skills through the use of a variety of techniques and experiences including trips, audio-visual aids and such special reading materials as Dolch games, word games, cards and manipulative figures. Classroom activities stress such areas of interest as art, music, science and mathematics.

The program for the parents provide for the use of community and neighborhood resources in workshops, meetings and special events. A workshop is conducted, once each week for five weeks, at each of the target schools, for the purpose of discussing such topics as nutrition, mental hygiene and the "new" mathematics.

District Number: 8

Function Numbers: B/E 47-2-6464
SED 14-71-08-1-01

Total Budget: $11,810

Status of Project: New

Beginning Date: 7/1/71

Completion Date: 8/13/71

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

Specific Schools Involved
Elementary: PS 36, 138

Number of Children Served
Elementary: 50

Project Personnel
2 Teachers (part-time)
4 Educational Assistants (part-time)
2 Family Workers (part-time)
1 Family Assistant (part-time)
2 Student Aides (part-time)

HIGH INTENSITY LEARNING CENTERS IN READING FOR JUNIOR HIGH SCHOOL

Primary Objectives

To increase the reading achievement level of each student. As a result of this project, it is anticipated that the reading levels of the participants will increase significantly by the end of the year, as measured by the Metropolitan Reading Achievement Tests.

To increase the school attendance of the students, as determined by attendance records.

To improve the attitude that students hold toward school. Teachers will be asked to respond to a Work and Study Habits Checklist about the participants and the students will be interviewed.

Project Description

Each of two Centers, in each school, is staffed by one teacher and one educational assistant. They receive intensive training by district supervisors, who are advised by consultants from Learning Research Associates, Inc. Consultants also visit the Centers to assist the personnel and assure quality control of the program.

Each student is tested, at the outset of the program, to determine his reading achievement level. He is subsequently tested at his level, on an individual basis, using diagnostic tests which reveal the specific objectives on which he must work. In addition, a continuous record of his progress is kept for both the student and his teacher.

The materials provided are, for the most part, self-directing and self-correcting. They are carefully sequenced so that the student can progress with a minimum of teacher direction. The teacher focuses on assisting students who have difficulty in progressing and on continuing diagnosis and prescription.

Educational Assistants help in the operation of the Center and in clerical work.

HIGH INTENSITY LEARNING CENTERS IN READING FOR JUNIOR HIGH SCHOOL
(continued)

District Number: 8

Function Numbers: B/E 47-2-6465
SED 14-71-08-1-08

Total Budget: $90,405

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 52, 131, JHS 120, 123, 125

Number of Children Served
JHS and/or IS: 400

Project Personnel
9 Consultants (full-time)

Contact Person
Mr. Richard Helfont
1967 Turnbull Avenue
Bronx, New York 10473
Telephone Number: 931-3360

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To facilitate the planning, organization, administration and evaluation of Quality Incentive Programs throughout the District.

To act as liaison between project personnel, Community Superintendent and the Central Board of Education Office, as well as the State Department of Urban Education.

To disseminate information to schools, parents and community regarding the programs implemented in the District.

Project Description

The overall management and operation of the office is the major responsibility of the coordinator while that of his assistant is the monitoring of the programs. However, all other assignments are shared. Both of them, after consultation with the Community Superintendent, Advisory Council, Community Corporation and representatives of community agencies, are responsible for drafting and writing all proposals, using the resources of consultants where specialized information is required. They organize and supervise workshops and training institutes; attend meetings with community groups; and supervise the preparation and distribution of all reports. A monthly report on the status of all programs in the district must be submitted to the Community Superintendent.

The office staff is responsible to the coordinator although the administrative assistant is their immediate supervisor in terms of the assignment of work. She takes and transcribes dictation, edits correspondence and reports; screens telephone calls and incoming materials for routing to staff members. The clerk-typist, under supervision, performs such clerical duties as routine typing, filing, cutting stencils, etc. The senior neighborhood worker attends meetings of community organizations; works closely with the Education Committee of the Community Corporation, and in general serves as liaison between the District Office and local residents. The office appliance operator operates the mimeograph, varitype and Xerox machines in duplicating State Urban Education materials for dissemination to the schools of the community. He is responsible for minor upkeep of the machines and for the maintenance of an inventory of all materials, supplies and equipment.

DISTRICT ADMINISTRATIVE BUDGET
(continued)

District Number: 9

Function Numbers: B/E 49-2-6451
SED 14-71-09-1-CAB

Total Budget: $84,217

Status of Project: Recycled

Beginning Date: 8/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator (full-time)
1 Assistant Coordinator (full-time)
1 Administrative Assistant (full-time)
1 Clerk-Typist (full-time)
1 Senior School Neighborhood Worker (full-time)
1 Office Appliance Operator (full-time)

Contact Person
Mr. Chet Wooten
1377 Jerome Avenue
Bronx, New York 10452
Telephone Number: 588-6708

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS

Primary Objectives

At least 80% of the students returned to class will not evidence further behavior problems as observed from an ongoing survey of the school records of the returnees.

To give remedial assistance in basic curricular areas on an individualized basis so that a comparison of scores achieved on the pre and post administered standardized tests will indicate at least six months growth for those pupils remaining for the duration of the program.

Project Description

One hundred seventy two third through eighth grade pupils from six elementary and four junior high schools who have failed to adjust to regular classroom routines make up the target population. Most of these youths are underachievers in reading and mathematics. Many are known to the Bureau of Child Guidance and/or the Attendance Bureau; some are returning from institutional placement; and still others are potential referrals for suspension.

The procedure which leads to selection for the program is initiated by a principal, Bureau or agency who submits documented substantiating data for the request to the District Director of Pupil Personnel. He in turn sends his recommendation to a screening committee, which includes the Project Coordinator, for a final decision. After acceptance of the student, an orientation session is scheduled at which time the presence of the parent is mandated.

All participants undergo a complete physical before admission, including eye and ear examinations. The classes have small registers with two Educational Assistants to help each teacher, in order to ensure individualized instruction and a greater degree of personal attention. Negro History and Life Science are integrated into the regular curriculum. Group counseling sessions are held by the psychologist and guidance counselor, with films used to evoke participation and discussion among the pupils. This team also conducts parent conferences as part of a continuing effort to involve the family in the program and its objectives. In line with this, parents are encouraged to accompany pupils on trips.

When pupils are considered ready to return to the classroom, they are given preparatory orientation. Periodic follow-up is maintained for one year by the project through consultation with the Guidance Counselor and teacher in the home school.

ASSISTING STUDENTS WITH SERIOUS BEHAVIOR PROBLEMS
(continued)

District Number: 9

Function Numbers: B/E 49-2-6452
SED 14-71-09-1-02

Total Budget: $556,950

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 28, 55, 70, 73, 82, 109
JHS and/or IS: IS 148, JHS 22, 45, 117

Number of Children Served
Elementary: 120
JHS and/or IS: 52

Project Personnel
2 Assistant Principals (full-time)
2 Psychologists (full-time)
2 Guidance Counselors (full-time)
16 Teachers (full-time)
2 Senior Clerks (full-time)
2 Senior Typists (full-time)
32 Educational Assistants (full-time)
2 Family Assistants (full-time)

Contact Person
Mr. Chet Wooten
1377 Jerome Avenue
Bronx, New York 10452

CURETON READING PROGRAM

Primary Objectives

By the conclusion of the program the participants should have advanced at least one grade level in reading as measured by a comparison of the results of pre and post-administered Metropolitan Achievement Tests.

Parents will show satistically significant gain in school participation as determined by a comparison of their responses to a pre and post-administered field-tested scale of parental involvement.

Improvement in self-image because of many successful learning experiences and few failures. This will be determined by a comparison of the results of a pre and post-administered self-image scale test given to a sampling of 200 students.

Project Description

Pupils in grades 1 to 3 in five schools are the participants in the program. Workshops for teachers are conducted in the District Office prior to the initiation of the program and before pupils return to school. Great stress is placed on the use of familiar objects, phrases and situations in the recognition, decoding and pronunciation of words. For example: a root word is formed by translating the sounds heard in the pronunciation of the name of a familiar object into written letters. By adding or subtracting letters, the child can build other words. The alphabet system created by Cureton is flexible, thereby simplifying the sounding out of words.

A student profile sheet is maintained for each pupil showing the results of the tests administered at the completion of each unit. If the score is below the minimum indicated in the performance objectives, the pupil is retested after additional drill and individualized help from the teacher.

CURETON READING PROGRAM
(continued)

District Number: 9

Function Numbers: B/E 49-2-6458
SED 14-71-09-1-01

Total Budget: $430,159

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 55, 114, 126
132
JHS and/or IS: JHS 148

Number of Children Served
Elementary: 2,040
JHS and/or IS: 30

Project Personnel
1 Coordinator (full-time)
1 Assistant Coordinator
(part-time)
2 School Neighborhood Workers
(full-time)
2 Senior Stenographers
(full-time)
75 Educational Assistants
(full-time)

Contact Person
Mr. Chet Wooten
1377 Jerome Avenue
Bronx, New York 10452
Telephone Number: 588-6708

ADMINISTRATIVE BUDGET

Primary Objectives

To provide personnel and services for the planning, implementation and supervision of all State Urban Education programs.

To provide for the coordination of the activities of all participating groups (professional staff, participating schools, community groups, vendors, Central Board of Education personnel).

Project Description

The District Coordinator performs consultative, supervisory and administrative functions in her position as coordinator of Quality Incentive Programs. She meets with community groups both lay and professional, with vendors, with school administrators and their staffs, with project directors, and with the State Urban Education staff at the Board of Education. Each of these is involved in a particular state of the development of a proposal.

She supervises the organization and implementation of the program, and is responsible for making periodic visits for observation throughout the year. She prepares all proposals recommended by the community and submits them for budgeting. She selects and orders supplies and equipment for use in the District Office and in the programs. She also assists with the interviewing and hiring of professionals and paraprofessionals.

Secretarial services are provided by a full-time secretary.

District Number: 10

Function Numbers: B/E 51-2-6451
SED 14-71-10-1-CAB

Total Budget: $33,596

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator (full-time)
1 School Secretary
(full-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463
Telephone Number: 884-1005

STRENGTHENING BASIC SKILLS IN JHS

Primary Objectives

To provide reading and mathematics diagnostic services, the quality of which has been rated good or better for 80% of the participants.

To accelerate the rate of growth in reading and mathematics by an amount larger than that achieved in the preceding year, as measured by the New York Metropolitan Achievement Test.

To improve attitudes toward school attendance and achievement to the extent that 75% of the participants when rated by teachers or themselves will give positive indication of the attainment of this objective.

Project Description

This project continues to function with two components: the first stresses basic skills in mathematics and is ongoing in the seven junior high schools in the district; the second operates only in Junior High Schools, 45, 80 and 143 and emphasizes the improvement of the reading skills of the disadvantaged pupils with reading retardation of two years or more.

Individualized and small group instruction are common to both components with these lessons structured to eliminate specific weaknesses previously determined by diagnostic procedures. Hand and electric calculators are employed to motivate the underachiever in mathematics, and multi-media materials in a laboratory setting are used to stimulate the retarded reader.

Overall implementation of the program is the responsibility of a Project Coordinator who works closely with the classroom teacher in the preparation of materials; meets with administrators to plan each school's program; conducts demonstration lessons, and orientation and workshop sessions for both teachers and educational assistants. The educational assistants participate in daily and long-range planning, and work with individuals, small groups or large at the discretion of the teacher. They assist the teacher with testing and record keeping, and with the maintenance and organization of teaching materials.

STRENGTHENING BASIC SKILLS IN JHS
(cont'd)

District Number: 10

Function Numbers: B/E 51-2-6452
SED 14-71-10-1-06

Total Budget $71,179

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 45, 79, 80, 115, 118 141, 143

Number of Children Served
JHS and/or IS: 1,384

Project Personnel
1 Teacher (full-time)
10 Educational Assistants (full-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463
Telephone Number: 884-1005

READING DIAGNOSTIC CENTER

Primary Objectives

To improve the reading achievement of second grade children through intensive diagnosis and remediation so that 75% will attain grade level by the end of instruction or by the end of the second year.

To train professional and paraprofessional staff to conduct diagnostic and remedial procedures so effectively that a rating of "good" or higher will be given their performance by an evaluator.

Project Description

The initial referral of the pupils for reading diagnosis is made by the classroom teachers in consultation with the supervisors and corrective reading teachers. A Center teacher and paraprofessionals visit the schools to do preliminary screening, and appraise the record cards of the children under consideration. Two hundred educationally disadvantaged and virtually non-reading second graders are selected as participants in the intensive reading program operating in the three centers. Diagnostic procedures are used to determine the areas of weakness or deficit and programs for their remediation are structured accordingly.

On Monday through Thursday, in one-hour sessions, the three centers serve 40 groups of pupils numbering four to five in each group. Friday is devoted by the Centers' staff, to record-keeping, preparation of teacher-made materials and visits to participating schools for feedback information. The instructional aspect of the program is planned to build strength in auditory discrimination, visual perception, language development.

District Number: 10

Function Number: B/E 51-2-6453
SED 14-71-10-1-01

Total Budget: $96,806

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 26, 32, 46, 85, 91, 9/79, 9/115

Number of Children Served
Elementary: 200

Project Personnel
2 Teachers (full-time)
1 Teacher (part-time)
8 Educational Assistants (full-time)
1 Family Worker (full-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10473
Telephone Number: 884-1005

MULTI-SENSORY STATIONS

Primary Objectives

To improve the reading growth of the participants by eight months as measured by pre and post testing with the Metropolitan Achievement Test.

To train teachers in the effective use of new instructional materials and media with the expectation that at least 75% of the group will be rated "good" or higher on the quality of their performance.

Project Description

This program is recycled in the same ten elementary schools which have been offering selected groups of students individualized instruction for the past three years. Each school is provided with mobile carts equipped with instructional and corrective materials, and audiovisual aids. Inasmuch as the purpose of the program is to increase the rate of reading growth, effort is made to introduce, wherever possible, changes which will help to achieve this. Room arrangement to provide learning corners, selection of appropriate materials to meet the special needs of the pupils, and the use of audiovisual materials, in small group and whole class presentation, to create a climate conducive to learning and to the reinforcement of learning.

A written diagnosis is prepared for each student based on his deficiencies in such basic reading skills as word attack, comprehension, and language development. In each classroom an educational assistant works with a teacher-selected small group while the teacher continues with the remainder of the class. Both teacher and educational assistant use the portable machines in conjunction with coordinated filmstrip and record players to develop vocabulary and comprehension skills. The machines are used for both enrichment and remediation.

District Number: 10

Function Numbers: B/E 51-2-6454
SED 14-71-10-1-07

Total Budget: $95,151

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 7, 8, 26, 32, 33, 56, 59, 94, 9/79, 9/115

Number of Children Served
Elementary: 1,300

Project Personnel
1 Teacher (full-time)
15 Educational Assistants (full-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463

GUIDANCE INTERIM CLASS

Primary Objectives

To provide suitable special classes and extra services for the temporary placement of children unable to adjust to regular classroom environment; or who are returning from institutional care. It is expected that the suitability of facilities and services will be rated "very good" or higher by the evaluator.

To improve the school adjustment and academic performance of the participants, as measured by expected and observed gains on standardized tests and by significant differences in pre and post test ratings of classroom behavior.

To provide appropriate school placement for the participants, as measured by the continued "good" adjustment of 75% of the enrollees in the schools to which they are reassigned.

Project Description

This project offers remedial education, and supportive and clinical services to those elementary and junior high school students in the district who are experiencing difficulty to adjusting to school, scholastically and/or emotionally. Referrals to the interim class are made after comprehensive tests have been administered by the Bureau of Child Guidance and an analysis of the resulting diagnostic profile rendered by an approved staff member.

The facility which occupies two rooms at P.S. 95, is serviced by a staff of five full-time workers - three professionals and two paraprofessionals for 61 students. The District's subject area coordinators are available as consultants for the teachers. A psychologist and social worker from the Bureau of Child Guidance, as well as the District's guidance staff also provide ongoing supportive services. Parental involvement in the program is a requisite for acceptance of the students.

Programmed materials, audiovisual aids and specially prepared educational materials are the tools used for small groups and individualized instruction. Training of teachers and paraprofessionals is a responsibility of the guidance counselor assigned to the facility as well as the conduct of weekly staff conferences, counseling sessions and group guidance classes.

GUIDANCE INTERIM CLASS
(continued)

District Number: 10

Function Numbers: B/E 51-2-6455
SED 14-71-10-1-02

Total Budget: $46,888

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 95

Number of Children Served
Elementary: 21
JHS and/or IS: 40

Project Personnel
1 Guidance Counselor (full-time)
1 Teacher (full-time)
2 Educational Assistants (full-time)
1 Teacher (full-time) (tax-levy)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463
Telephone Number: 884-1005

BILINGUAL BICULTURAL PROGRAM

Primary Objectives

To assist non-English speaking children in learning English and the content of subject areas which will be measured by a comparison of significant difference in post test scores between the participants and the control groups.

To have classes composed of both non-Spanish and Spanish children learn basic conversational Spanish with the objective realized if 85% of the Spanish children achieve a score of 90% and 75% of the non-Spanish a score of 80% on the end-of-term test.

To improve the attitudes of children of Spanish background toward themselves and their abilities as measured by the high percentage of positive responses indicating enjoyment of the lessons and by the rating of "good" or higher given by the evaluator and the teacher with respect to the effectiveness of the experiences provided.

Project Description

This program provides the following services in separate components in 13 schools: instruction in conversational Spanish to students of Spanish and of non-Spanish backgrounds; and instruction in English to non-English speaking pupils.

In the first component the students serve as resource people for each other in both areas, English and Spanish, subjects in which all receive daily instruction. They are also directly involved in planning the curriculum by making recommendations of the topics to be included. The pupils in the second language components receive small group instruction in English 45 minutes daily. Each group has five to ten pupils working with a teacher-supervised educational assistant. Specially prepared charts and rexographed materials as well as pictures and filmstrips are some of the learning and reinforcement aids used.

Voluntary in-service training for professionals and paraprofessionals is offered at the District Office, in many related areas such as Conversational Spanish, English as a Second Language (including an introduction to linguistics, methodology and testing), and weekly two-hour workshops for bilingual educational assistants.

BILINGUAL BICULTURAL PROGRAM
(continued)

District Number: 10

Function Numbers: B/E 51-2-6456
SED 14-71-10-1-08

Total Budget: $154,946

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 7, 8, 26, 33, 46, 59, 85, 9/79, 91, 122 9/115
JHS and/or IS: 45, 115

Number of Children Served
Elementary: 1,849
JHS and/or IS: 68

Project Personnel
1 Teacher-Coordinator (full-time)
1 Teacher (full-time)
1 Teacher (part-time)
20 Educational Assistants (full-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463
Telephone Number: 884-1005

LIVING SCIENCE PROGRAM

Primary Objectives

To increase the awareness of fifth and sixth grade pupils, to the role of science in Society especially in ecology, through their observations at the Bronx Zoo and related lectures, films and demonstrations. It is anticipated that a random sample of participants to determine realization of objective would show the achievement of a mean score equivalent to 80% which would be higher than that attained by a random sample of non-participants; and that a rating of "good" or higher would be given to learning experiences acquired and curriculum materials developed.

To so motivate pupils to greater classroom participation and improved performance in related subject areas such as Language Arts and Social Studies, that statistically significant difference in test scores between participants and non-participants will be conclusive evidence of the achievement of the objective.

Project Description

The project offers natural science experiences to fifth and sixth grade students from six elementary schools through scheduled regular trips to the New York Zoological Park. In this setting, pupils who ordinarily do not have the opportunity to interact in a situation other than their immediate neighborhood now have the environs of the zoo as an outdoor living laboratory.

The classroom teacher accompanies her class on each of the six trips planned jointly by the two teachers assigned to the program and the participating school. The project teachers lecture, lead tours, give demonstrations, and assist teachers and students with individual projects. They also prepare pre and post test lesson plans, supply materials for and conduct workshops as pre-trip orientation for the teachers.

The class meets in the auditorium at the zoo where the basic concepts of the theme for the day are reviewed. Then, they are assigned to look for answers to the assignment on a scheduled zoo safari. In the post-trip follow-up the classroom serves as reinforcement for the learning experiences acquired at the zoo, through the introduction of small animals, tanks etc. for individual research purposes. A project coordinator visits the class after each trip.

LIVING SCIENCE PROGRAM
(continued)

District Number: 10

Function Numbers: B/E 51-2-6457
SED 14-71-10-1-03

Total Budget: $44,247

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 26, 32, 33
59, 85, 91

Number of Children Served
Elementary: 992

Project Personnel
2 Teachers (full-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463
Telephone Number: 884-1005

LEARNING RESOURCE CENTER

Primary Objectives

To improve the achievement of pupils through their use of high impact curriculum materials prepared at the Center, as measured by the improvement in their grades on teacher-made tests. It is anticipated that the quality of materials developed at the Center and the procedures followed will be rated "good" or higher by the evaluator.

Project Description

Both teachers and pupils benefit from the extensive facilities offered by the Resource Center in the area of audiovisual aids, teacher-developed and commercially-prepared curriculum materials, trade books and literature on relevant topics such as narcotics, nutrition, family living, inter-group relations.

Three clerks staff the Center. They are trained by the District Curriculum Staff to manage the record keeping involved in the distribution and return of materials and in the maintenance of an ongoing inventory; and to assist in the production of school-made materials. Supervisors, District Office curriculum staff and district teachers "pool" their thinking to develop curriculum materials tailored to meet the specific needs of the target population in all subject areas.

The Center serves as a district-wide clearing house and exchange for instructional materials - traditional and experimental, basic and innovative. A catalogue, listing all materials available in the Center, is compiled and distributed to all classroom teachers.

District Number: 10

Function Numbers: B/E 51-2-6458
SED 14-71-10-1-05

Total Budget: $60,920

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 7, 8, 32, 33, 46, 56, 59, 85/86, 94, 95, 122, 9/115
JHS 45, 79, 115, 118, 143

Number of Children Served
Elementary: 6,675
JHS and/or IS: 3,500

Project Personnel
3 Clerks (full-time)
1 Consultant (part-time)
1 School Secretary (part-time)

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463

YOUNG AUDIENCES PUPIL PROGRAM

Primary Objectives

To develop a greater interest in and appreciation of good music and major composers by the participants, as measured by the results of a pupil questionnaire and by the administration of a pre and post interest inventory in both of which 50% of the pupils will indicate listening to a recommended program or purchasing a recommended record.

To increase knowledge and understanding of musical instruments and styles. It is anticipated that 50% of the participants will score 75% or higher on a teacher-made test.

To improve attitudes toward cultural performances so that at least 25% of the participants, as demonstrated in pre and post performance questionnaire, will show a positive change in the degree of acceptance.

Project Description

Young Audiences, Inc. present a series of three line concerts, vocal or instrumental, in each of ten participating schools. They provide cultural enrichment to a large number of young people who might not otherwise share in these experiences. The content of each concert is determined by the agency, which notifies the schools of this and supplies them with pre-concert orientation materials for use with the pupils. These materials include descriptions of the instruments to be presented, a pre-series reaction questionnaire and response cards to indicate reaction to each performance. At each concert audience participation is encouraged by discussion before the program, by responding in rhythm at the direction of the leader, or by the handling of instruments.

All programs are conducted by the performers and resource personnel attached to the staff at Young Audiences. Homeroom teachers assume the responsibility for follow-up after each performance, through relevant classroom activities and research assignments.

District Number: 10

Function Numbers: B/E 51-2-6459
SED 14-71-10-1-04

Total Budget: $5,880

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 26, 32, 33, 46, 59, 85, 91, 94, 9/79, 9/115

Number of Children Served
Elementary: 3,500

Project Personnel
Young Audiences Performers

Contact Person
Mrs. Sandra Lerner
3961 Hillman Avenue
Bronx, New York 10463
Telephone Number: 884-1005

PAN ACADEMIC UPLIFT AT JHS 142X

Primary Objectives

An average gain of eight months as measured by pre and post standardized tests is expected of 75% of the participants attending at least 75% of the sessions, and who are one or more years below grade level in reading.

At the conclusion of the program 75% of those attending a minimum of 75% of the sessions and who are a year or more below grade level in mathematics will show an average gain of six months as measured by pre and post standardized tests.

As a result of their participation it is anticipated that 80% of the marginal academic students who attend sessions regularly will maintain passing grades, as measured by a comparison of grades achieved at each marking period with those achieved in previous years.

Project Description

Three hundred underachieving or marginal achieving junior high school students are selected on the basis of standardized test scores and subject grades after joint consultation among their teachers, supervisors, counselor and parents.

Seventy-five after-school sessions are scheduled for the school year beginning in October. These are programmed as two one-hour sessions three times weekly for 25 weeks. At each session seven teachers provide instructional assistance in the basic curriculum areas. Since the extent of participation is in proportion to the need of each individual attendance varies from 1½ to 4 hours weekly per pupil. Each student advances at his own rate with the opportunity to reinforce his learning through the use of programmed workbooks and multi-media devices.

The coordinator, an assistant principal in the school, supervises the program, helps with the selection of pupils and staff, orients staff, meets parents, and is responsible for articulation between the regular school curriculum and the after school project.

PAN ACADEMIC UPLIFT AT JHS 142X
(continued)

District Number: 11

Function Number: B/E 53-2-6453
SED 14-71-11-1-02

Total Budget: $17,900

Status of Project: Recycled

Beginning Date: 10/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 142

Number of Children Served
JHS and/or IS: IS 300

Project Personnel
1 Assistant Principal (part-time)
7 Teachers (part-time)
1 School Secretary (part-time)

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10462
Telephone Number: 828-8506

YOUNG AUDIENCES INC. PUPIL PROGRAMS

Primary Objectives

At least 50% of the pupils will develop a greater appreciation of good music as shown by their willingness to listen and to have listened to at least two recommended radio and/or television programs.

At least 50% of the pupils will develop a greater understanding of musical styles as shown by their responses in performances.

Project Description

Two hundred fifty students from each of 11 elementary schools are participants in this program. In each school a series of three performances in vocal and instrumental music is presented by Young Audiences to young people who might not otherwise be exposed to these culturally enriching experiences. Pre and post performance discussion and audience participation, such as the handling of instruments or response in rhythm, enhance each program.

After each performance, the classroom teacher prepares a lesson as follow-up, which may include research on composers, history of specific instruments, or reports on related radio or television programs.

The services of resource personnel are supplied by Young Audiences as well as relevant equipment and printed materials.

Data for agency analyses will include subjective evaluations by teachers and the self-reports submitted by the students.

YOUNG AUDIENCES INC. PUPIL PROGRAMS
(continued)

District Number: 11

Function Numbers: B/E 53-2-6455
SED 14-71-11-1-06

Total Budget: $6,186

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 78, 83, 87, 89, 96, 105, 106, 108, 111, 112, 178A

Number of Children Served
Elementary: 2,750

Project Personnel
Young Audiences Performers

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10462
Telephone Number: 828-8506

SUB-DIVIDED GRADES PROGRAM AT I.S. 144 BRONX

Primary Objectives

It is expected that by the conclusion of the program 75% of the participants in each grade will evidence eight months reading gain as measured by a comparison of the results of pre and post-standardized tests.

It is expected that by the end of the program 75% of the participants in each grade will achieve an increase of seven months mathematics level as measured by a comparison of the result of pre and post-administered standardized tets.

It is expected that referrals of the participants for behavioral problems will have decreased by 30 to 40% when compared to their pre-program number of referrals.

Project Description

Three hundred and ninety-six students in grades 6 and 7 are programmed into "sub-schools" or groups each of which consists of four classes functioning as a unit. A team of four tax-levy teachers instruct each sub-school in all basic subjects.

The team meets weekly to prepare plans for integrating the curriculum, for team-teaching activities, for assembly programs, and for trips. Periodically, these sessions are devoted to joint meetings with the guidance counselor and parents to discuss and evaluate pupils' progress. Three State-funded teachers provide coverage for the additional preparation period granted to the team teachers involved in the sub-schools, and also tutor small groups and individuals.

The organizational pattern described above creates a small school setting within the larger school environment thereby making individualized instruction and personal attention available to all pupils in the sub-schools.

SUB-DIVIDED GRADES PROGRAM AT I.S. 144 BRONX
(continued)

District Number: 11

Function Numbers: B/E 53-2-6457
SED 14-71-11-1-04

Total Budget: $69,026

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 144

Number of Children Served
JHS and/or IS: 396

Project Personnel
3 Teachers (full-time)
1 School Secretary (full-time)
2 School Aides (full-time)
2 Family Assistants (part-time)
1 Family Worker (part-time)

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10462
Telephone Number: 828-8506

AN "OPEN DAY" CLASSROOM AT JHS 113X

Primary Objectives

Fifty per cent of the students who are retarded two years or more in reading achievement will, as measured by a pre and post test, gain at least one year at the conclusion of the program.

Fifty per cent of the students who are retarded between one and two years in achievement in computational skills will, as measured by a pre and post test, gain at least one year and three months.

Among the target children, there will be a reduction of one-third in the number of referrals to the Dean for behavior maladjustment as compared with the pre-program number of such referrals.

Project Description

Thirty 7th, 8th and 9th grade students, screened and selected by the guidance counselor in consultation with teachers, supervisors and parents and, who manifest severe learning problems are the participants. Many of them also cut classes frequently, have poor attendance and punctuality records, and are hostile to peers and adults.

Two full-time teachers are assigned to the class. A curriculum of basic studies is carefully planned so that the student can relate his life experiences and current problems to the learning process in the classroom. Three grade levels are involved; therefore, small group instruction is an important aspect of the program. The time spent on each subject during the school day is flexible since the nature of the assignment and the interest of the pupil often extend the period beyond its scheduled length. All subject time lost is made up.

Reinforcement of classroom learning is provided through trips to museums, and visits to neighborhood and community stores. Students work out budgets for trips and compute cost of the purchase of additional equipment and supplies, thereby getting practical application of mathematics concepts.

Communication skills are developed through dramatization of class and community experiences, use of tape recordings and the publication of a class newspaper.

AN "OPEN DAY" CLASSROOM AT JHS 113X
(continued)

District Number: 11

Function Numbers: B/E 53-2-6458
SED 14-71-11-1-03

Total Budget: $42,101

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and or IS: JHS 113

Number of Children Served
JHS and/or IS: 30

Project Personnel
2 Teachers (full-time)
1 Guidance Counselor (part-time)
2 Family Workers (part-time)

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10462
Telephone Number: 828-8506

UPWARD PROGRAM IN SCIENCE

Primary Objectives

As a result of their participation students will gain scientific knowledge and skills as measured by teacher observation and practical testing. At least 50% of those attending 75% of the sessions should achieve a rating of 75% or higher on test administered at the end of the year.

It is expected that at least 50% of the students will participate successfully in their science track, as measured by their attainment of a minimum grade of 75% or higher in oral and written work.

As a result of this program it is expected that 50% of the teachers in the upper elementary grades will teach more science and 75% of the inexperienced junior high school science teachers, unlicensed in that subject, will use more laboratory methods. This will be determined through supervisors' observations.

Project Description

Fifty elementary and 30 junior high school students, underachievers in academic subjects and especially so in science, are the target population in this program.

In each of the five elementary schools the students are organized into groups of 8 to 12 which meet with a highly skilled teacher for instruction. She spends one day each week at each school working with teachers regarding the enrichment of the curriculum. Work covered by the students includes the use of the microscope in the study of living specimen; the preservation of insects, leaves, flowers; the study of rock and soil formation; the principles of light as related to photography; and the growing of plants for classroom study. Two small groups are taken on bi-weekly field trips which are coordinated with their classroom studies.

At the junior high level one teacher is programmed so that she can conduct weekly orientation sessions for the science staff; instruct small groups for 12 to 16 periods each week; lead field trips and train non-professional staff and coordinate their activities.

UPWARD PROGRAM IN SCIENCE
(continued)

District Number: 11

Function Numbers: B/E 53-2-6459
SED 14-71-11-1-01

Total Budget: $45,129

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 16, 21, 41, 76, 103
JHS and/or IS: JHS 113

Number of Children Served
Elementary: 150
JHS and/or IS: 30

Project Personnel
2 Teachers (full-time)
1 School Secretary (part-time)
2 School Aides (full-time)
8 Student Aides (part-time)

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10462
Telephone Number: 828-8506

ACADEMIC CULTURAL ENGAGEMENT

Primary Objectives

To improve the reading performance of the project participants so that they will achieve an average gain equivalent to each month spent in the program. This will be measured by the Metropolitan Achievement Test score in reading for 1972.

To improve the performance in mathematics of the eighth grade participants, as measured by the results of the Metropolitan Achievement Test in mathematics for 1972. It is expected that 50% of the pupils will score at or above the average for the school.

To reduce by one-third the number of referrals, to the Office of the Dean for behavioral maladjustment, as compared with the pre-program number of such referrals.

Project Description

Thirty non-English-speaking students from grades 7 to 9 who manifest the severe learning problems usually associated with cultural and economic deprivation are participants in the program. Each student is scheduled for four small group tutoring sessions weekly in reading and mathematics. High School or college students conduct these sessions after school.

Weekly group counseling sessions are held for the discussion of a variety of problems: adjustment to school, peer relationships, career guidance, personal identity, family relationships, community resources. In addition, the individual may meet with the guidance counselor as often as is needed, but at least once each month.

Parental involvement is an integral part of this program, with parents attending group sessions, and workshops. The educational assistant, supervised by the teacher, coordinates the activities of the tutors, prepares and distributes materials of instruction. The family assistant, supervised by the guidance counselor, visits parents, arranges meetings for them, and acts as an interpreter.

ACADEMIC CULTURAL ENGAGEMENT
(continued)

District Number: 11

Function Numbers: B/E 53-2-6460
SED 14-71-11-1-05

Total Budget: $19,928

Status of Project: New

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved

Junior High: JHS 127

Number of Children Served

Junior High: 30

Project Personnel
1 Teacher (part-time)
1 Guidance Counselor (part-time)
1 Educational Assistant (full-time)
10 Student Aides (part-time)
1 Family Assistant (full-time)

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10472
Telephone Number: 828-8506

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To improve reading performance in grades two through six so that an average gain of one year will be achieved on each grade as measured by the Metropolitan Reading Test of 1972.

To improve mathematics performance in grades three through six. An average gain equivalent to each month in school will be achieved by grades three and six as measured by Mathematics Tests for New York State Elementary School (1971) and by grade five as measured by the Metropolitan Mathematics Test (1972).

To reduce the number of referrals for behavioral problems by one-third as compared with the number of such referrals in 1970-71.

Project Description

Implementation of this Model D program, although curtailed somewhat by a reduction in personnel, nevertheless retains such features as small group and individualized instruction; centers of interest approach for grades one through three, and inter-class reading groups for grades four through six. In addition it has four Junior Guidance positions and offers instruction in conversational Spanish to each of the two upper exponent classes in grades four through six.

Teacher-moms, community adults trained and supervised by teachers, assist pupils on a one-to-one basis and prepare a variety of materials for use in science, social studies, language arts and mathematics.

The Centers of Interest approach employs a plan of scheduling children for ten 30-minute periods daily to various curriculum centers on a rotating basis. An interest center lasts for a week or two to give the pupils sufficient time to master new skills, to do required research, and to reinforce learnings.

The inter-class reading groups are organized according to the most recent standardized test results. Each morning these groups meet with their reading instructor who may or may not be the homeroom teacher.

The services of specialists from the Research Training and Development Unit are available for curriculum development, instructional supervision, and the training of teachers and supervisors for better implementation of the program. Members of the Unit also explore and encourage the use of innovative curriculum practices as part of staff development.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 11

Function Numbers: B/E 53-2-8404
SED 14-71-11-1-07

Total Budget: $394,745

Status of Project: Recycled

Starting Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 21

Number of Children Served
Elementary: 1,000

Project Personnel
1 Assistant Principal (full-time)
11 Teachers (full-time)
1 Guidance Counselor (full-time)
1 Social Worker (full-time)
1 Psychologist (part-time)
1 School Secretary (full-time)
1 Parent Program Assistant (full-time)
7 Educational Assistants (full-time)
15 Educational Assistants (part-time)

Contact Person
Mrs. Anna Petsche
71 Metropolitan Oval
Bronx, New York 10462
Telephone Number: 828-8506

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To introduce specific teaching processes which research has indicated are likely to have a positive impact on urban pupil performance. These will be measured by classroom observation, review of instructional plans and supervisory reports.

To improve reading performance in grades two to six. It is expected that an average gain of one year's growth on each grade level will occur as measured by the Metropolitan Reading Test or its equivalent.

To develop pupil competence in independent work study skills, increase self direction in school activities, and to increase pupil interest in school as measured by the Attitudinal Scale.

To improve parent support in school activities and parent participation in school-related decisions, as measured by the Parental School Support Scale.

Project Description

This program, Model A, covers the seven basic curriculum areas but with a different set of environmental conditions than those usually associated with a routine school organization.

Sufficient instructional materials, books, supplies and equipment are available for support and implementation of the program in a variety of ways throughout the school. Reduced adult-pupil ratio in the classroom insures small group instruction and a one-to-one relationship conducive to the development of feelings of security and an improved self-image. In each class the teacher, paraprofessional and cluster teacher create a team approach to learning.

An Instructional Resource Center teacher is assigned to assist teachers with the creation and production of teaching aids. Such items as professional and reference books, programmed learning materials, and audiovisual supplies can be obtained in the Center.

The Research Training and Development Unit provides the teachers with the services of specialists in curriculum development and instructional supervision. They conduct workshops, introduce new teaching techniques and observe the progress of specific teaching processes.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 13

Function Numbers: B/E 57-2-8401
SED 14-71-13-1-01

Total Budget: $494,313

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 67

Number of Children Served
Elementary: 1,227

Project Personnel
17 Teachers (full-time)
1 Guidance Coumselor (full-time)
2 School Secretaries (full-time)
35 Education Assistants (full-time)

Contact Person
Mr. Charles L. Trice
44 Court Street
Brooklyn, New York 11201
Telephone Number: 834-8908

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide for the personnel and services for the planning, implementation and supervision of all State Urban Education Programs.

To provide for the coordination of activities of all participating groups (professional staff, participating schools, community groups, vendors and the Central Board of Education).

Project Description

The program coordinator takes overall charge of the planning, writing and implementation of the New York State Urban Education Programs. He coordinates the components of the program to avoid gaps in services and duplication of efforts.

He attends advisory committee meetings, professional meetings and conferences and serves as liaison with parent and community groups, the Central Board of Education and the Community School Board of District 15.

The clerk-typist and the senior stenographer prepare requisitions and payrolls, type correspondence and carry out routine clerical tasks.

The parent program assistants visit programs and inform parents about them.

District Number: 15

Function Numbers: B/E 61-2-6451
SED 14-71-15-1-CAB

Total Budget: $62,394

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator (full-time)
1 Coordinator (part-time)
1 Senior Stenographer (full-time)
2 Clerk-typists (full-time)
2 Parent Program Assistants (full-time)

Contact Person
Mr. Kal Hartstein
360 Smith Street
Brooklyn, New York 11217
Telephone Number: 858-1587

DIAGNOSTIC READING

Primary Objectives

Upon conclusion of the project, 90% of the participants will improve their reading score by one year as measured by the Metropolitan Reading Test.

Project Description

This program involves a clinical component and a corrective reading component. The children, selected from grades three through six, are given a battery of tests including adaptations of such tests as Roswell-Chall, Frostig Visual - Motor Perception; Informal Reading Readiness Tests and some psychological tests. Children selected for the clinical component meet twice weekly for one hour in groups of four to six with the reading counselor. Where a child is unable to function within a group he is seen individually. Under the reading counselor's supervision, tutorial assistants (college students) work with small groups and/or individual children. Those children who the psychologist feels can benefit from therapy are seen twice a week at the center.

In the classroom setting, special reading teachers give demonstration lessons, work with small groups of children and confer with cooperating teachers.

District Number: 15

Function Number: B/E 61-2-6453
SED 14-71-15-1-03

Total Budget: $431,634

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: P.S. 1, 10, 15, 29, 32, 38, 124, 261, 321

Number of Children Served
Elementary: 546

Project Personnel
20 Teachers (full-time)
22 Educational Assistants (full-time)
1 Clerk (full-time)

Contact Person
Mr. Kal Hartstein
360 Smith Street
Telephone Number: 858-1587

TEACHING ENGLISH TO NON-ENGLISH-SPEAKING PUPILS

Primary Objectives

Given appropriate teacher-made tests in English in reading, mathematics and oral and written language arts of first-grade curriculum, 60% of the children will achieve a score of 75% or above.

Given a teacher-made test in vocabulary, elementary phrases and simple sentences in May, 75% of the participants will achieve a score of 75% or higher.

Project Description

There are two components to this program. In one, English is taught to non-English-speaking first-grade pupils by seven teachers in ten schools. Instruction is given in a small group situation and includes such activities for each child as having an opportunity to take part in a short dialogue with his neighbor and participating in choric reading and individual recitation. Each child's speech is taped at various intervals in order to determine progress.

A coordinator provides on-the-job teacher training. She arranges for the teacher to observe others, attend conferences and give demonstration lessons. An educational assistant, assigned to each teacher, helps with preparation and distributing of materials, small group instruction and keeping records of pupil progress.

The second component involves English-speaking students in the fourth and fifth grades in eight schools. These pupils are taught Spanish by four teachers, aided by four educational assistants. The program consists of instruction in elementary phrases, common expressions, telling time, identifying foods and clothing, singing songs and functional grammar.

TEACHING ENGLISH TO NON-ENGLISH SPEAKING PUPILS
(continued)

District Number: 15

Function Numbers: B/E 61-2-6456
SED 14-71-15-1-04

Total Budget: $165,041

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 10, 15, 29, 32, 38, 94, 107, 261, 321

Number of Children Served
Elementary: 490

Project Personnel
8 Teachers (full-time
7 Educational Assistants (full-time)

Contact Person
Mr. Kal Hartstein
360 Smith Street
Brooklyn, New York 11217
Telephone Number: 858-1587

RETURN TO SCHOOL

Primary Objectives

Eighty per cent of the pupils who have been receiving service for at least four months will return to school, as measured by school records.

Upon conclusion of this project, 50% of the pupils who return to school will achieve grade level promotion, as measured by report cards.

There will be a mean increase in attendance of 20% for pupils who participated in the program for at least four months as measured by school records.

Project Description

This program is conducted at two off-school sites. Students are selected on the basis of comprehensive psychological and intelligence examinations which indicate serious academic and behavioral problems. Children who are emotionally disturbed or mentally retarded are referred for appropriate placement.

The students in the program receive instruction in the formal curriculum areas as well as in music, industrial arts, arts and crafts and photography. Trips are taken to such places of educational interest as the Museum of Natural History, the Statue of Liberty and the United Nations.

Each class of 40 students is staffed by one teacher and four educational assistants to provide for individualized instruction.

District Number: 15

Function Numbers: B/E 61-2-6460
SED 14-71-15-1-05

Total Budget: $75,417

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Kal Hartstein
360 Smith Street
Brooklyn, New York 11217
Telephone Number: 858-1587

Off-Site Locations
Gowanus Community Center
415 Baltic Street
Brooklyn, New York 11217

St. Paul's Lutheran Church
209 Warren Street
Brooklyn, New York 11201

Number of Children Served
JHS and/or IS: 80

Project Personnel
2 Teachers (full-time)
8 Educational Assistants (full-time)

COMMUNITY NEWSLETTER

Primary Objectives

At the end of the program, 75% of the students involved will have improved their written expression, as is shown on classroom themes, with special reference to clearness of thought.

At the end of the program, 75% of the students will have increased their vocabulary and reading comprehension skills by six months, as measured by the Metropolitan Reading Test.

Project Description

All eligible students are welcome to submit material for the newspaper. During the day, the students are instructed in their regular English classes in improving written expression. After school, the special activities related to producing a newspaper are conducted by special personnel in individual conferences. Each school in the program is responsible for producing one issue of the newspaper.

District Number: 15

Function Number: B/E 61-2-6461
SED 14-71-15-1-02

Total Budget: $15,209

Status of Project: Recycled

Beginning Date: 10/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 51, 136, 142
IS 88, 293

Number of Children Served
JHS and/or IS: 200

Project Personnel
2 Teachers (part-time)
1 School Secretary (part-time)

Contact Person
Mr. Kal Hartstein
360 Smith Street
Telephone Number: 858-1587

GUIDANCE AIDES

Primary Objectives

As a result of the program, more home visits will be made, as shown by a comparison of the number of visits made in control and experimental schools.

As a result of the program, more children will visit guidance counselors, as shown by a comparison of the number of visits made in control and experimental schools.

As a result of the program, the guidance counselors will have more time for educational and vocational counseling, as determined by a survey of a sample of counselors. As a result of the program, 75% of the children, in the schools served, will note an increase in guidance accessibility, as determined by a questionnaire.

Project Description

Family Assistants are assigned to escort pupils to clinics and to accompany guidance counselors when they make home visits. This allows the guidance counselors more opportunity to work with students and also involves more parents in helping to solve their children's problems.

District Number: 15

Function Number: B/E 61-2-6463
SED 14-71-15-1-06

Total Budget: $32,335

Beginning Date: 9/1/72

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 10, 94, 172
IS 88, JHS 136

Status of Project: Recycled

Project Personnel
6 Family Assistants
(full-time)

Contact Person
Mr. Kal Hartstein
360 Smith Street
Brooklyn, New York
Telephone Number: 858-1587

SUPPORTIVE TRAINING FOR NEW AND INEXPERIENCED TEACHERS (STINT)

Primary Objectives

To give new and inexperienced teachers practical assistance in the areas of curriculum methodology, planning and classroom management, thereby increasing their skills, assurance and effectiveness. Standardized tests administered periodically by the evaluating agency to measure and analyze progress, and the supervisors and teacher trainers' rating will indicate continuing improvement throughout the year.

Project Description

Teacher-trainers are assigned to the 23 elementary schools in the district. These teachers, because of preparation, experience and length and quality of service, are equipped to help the new teacher in a variety of ways. They assist them in developing effective classroom management techniques; acquaint them with the use and source of new and innovative curriculum materials; help them to resolve classroom problems common to the group through joint discussion and recommendation; observe teachers and make constructive suggestions for improvement; and conduct demonstration lessons and workshops. In addition, in some schools where programmed instruction is a part of the curriculum, the new teachers are trained in the use of the equipment.

To complement the work of the teacher-trainers, four paraprofessional auxiliary trainers are employed to prepare audio-visual materials for use in the teacher-training program; maintain audio-visual equipment; tape selected activities for demonstration purposes; and keep records of usage, breakdown and repair of all equipment.

District Number: 16

Function Numbers: B/E 63-2-6452
SED 14-71-16-1-02

Total Budget: $485,939

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 5, 21, 25, 26, 28, 40, 75, 81, 86, 106, 116, 123, 129, 145, 151, 243, 262, 274, 299, 304, 309, 335

Number of Children Served
Elementary: 6,900

Project Personnel
23 Teacher-Trainers (full-time)
4 Auxiliary Trainers (full-time)

Contact Person
Mrs. Joyce Coppin
1010 Lafayette Avenue
Brooklyn, New York 11221
Telephone Number: 491-8850

COMMUNITY AUXILIARY PERSONNEL ASSIGNED TO HEALTH RELATED SERVICES

Primary Objectives

To train participants to recognize childhood diseases and to be aware of how health affects the senses and muscles. This will be measured by their responses to a test covering the contents of the training curriculum.

To train the parent program assistants in maintaining health records, making appointments for health services, alerting school medical team to untoward incidents, and discussing positive health practices with parents.

Project Description

The size of the average register in each elementary and junior high school in the district is 1,300 to 1,500 creating a constant backlog of 20 to 30 pupils per school who are in need of follow-up services. No school is given full-time health and medical services, with a staff available to make any home visits except for those illnesses or situations prescribed by the Department of Health.

To minimize the above situation 31 parent program assistants are assigned to serve all but one school in the district. They receive in-service training one-half day weekly under the auspices of the Department of Health. The training prepares each one to maintain an ongoing and complete set of health records for the students in the school to which she is assigned; to make appointments for further medical or dental care as directed by the doctor or nurse; to escort pupils to appointments; to recognize and apprise medical staff of the presence of communicable diseases; to schedule parent conferences supervised by the coordinator, to explain the program and its objectives; and to make home visits to secure additional information or consent.

Inasmuch as the degree of classroom performance is often correlated with the physical condition of the pupil, any assistance that the school offers the parent to improve the health of his child is a step toward improving his scholastic achievement.

COMMUNITY AUXILIARY PERSONNEL ASSIGNED TO HEALTH RELATED SERVICES
(continued)

District Number: 16

Function Numbers: B/E 63-2-6454
SED 14-71-16-1-01

Total Budget: $212,075

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 5, 21, 25, 26, 28, 40, 75, 83, 86, 106, 116, 123, 129, 145, 151, 243, 262, 274, 299, 304, 309, 335
JHS and/or IS: JHS 35, 57, 111, 162

Number of Children Served
Elementary: 32,124
JHS and/or IS: 6,000

Project Personnel
31 Parent Program Assistants (full-time)

Contact Person
Mr. Charles Ancrum
1010 Lafayette Avenue
Brooklyn, New York 11221
Telephone Number: 491-8851

FLATBUSH EXTENSION
(A Program For Pupils With Serious Behavior Problems)

Primary Objectives

Twenty-five per cent of participants will return successfully to regular class with "successfully being equated with spending one month in regular class without being suspended," and with an attendance record of 75% or better.

Participants will demonstrate a markedly higher self-concept at the .05% level of significance when the differences in a pre and post questionnaire are analyzed.

Fifty per cent of the participants will show improvement in their capacity to perform school skills as measured on a teacher rating scale of "school skills."

Project Description

Under the supervision of the principal of I.S. 246, 20 boys in grades six through nine with serious behavior problems are housed in rented quarters in the Flatbush Boys Club. Each is selected after joint consultation of the parent, the referring principal, a social worker, psychologist, guidance counselor, district guidance coordinator, guidance supervisor and classroom teacher. CRMD or emotionally disturbed students are referred elsewhere. Both the parent and the pupil visit the program for orientation before the reassignment is finally effected.

Intensive individual and small group instruction in basic curriculum is given the pupils at their level and rate of learning. Educational Associates, under the supervision of the teachers, assist with skill drills in reading and mathematics. Guidance is available, not only to the pupil but to his parents, in the areas of vocation, health, housing.

The pupils have lunch on the premises. Their length of stay is not predetermined but instead based on their readiness to return as decided by the consensus of the staff in consultation with the parent.

FLATBUSH EXTENSION
(A Program For Pupils With Serious Behavior Problems)
(continued)

District Number: 17

Function Numbers: B/E 65-2-6456
SED 14-71-17-1-02

Total Budget: $79,997

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Location of Project
Flatbush Boys Club
2245 Bedford Avenue
Brooklyn, New York 11226

Number of Children Served
JHS and/or IS: 20

Project Personnel
1 Assistant Principal (full-time)
2 Teachers (full-time)
2 Educational Associates (full-time)

Contact Person
Mrs. Eleanor Jacoby
2 Linden Boulevard
Brooklyn, New York 11226
Telephone Number: 462-4900

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To implement a program of innovative elementary education practices which should have a positive impact on the learning and performance of the urban pupil in deprived areas. The results of pre and post administered standized tests will demonstrate in all curriculum areas an increase at the .05 level of significance when compared with control groups of children not in the program.

To promote school-community interaction through the participation of parents and staff in the implementation of the program. A questionnaire answered by a sampling of the parents will indicate significantly higher involvement than that of the control parents in a non-experimental school.

To demonstrate at the kindergarten level, through pre and post testing with standardized tests, significant increase in language development and concept development at the .05 level of significance.

Project Description

The Experimental Elementary Program, Model A includes an elementary school and its annex and provides formal education for kindergarten through fifth grade. The program is structed to offer more opportunities for exploration, discovery, independent activity and small group instruction. The increased supply of supplementary instructional material, audiovisual aids and equipment helps to generate interest in the acquisition of new skills and to permit more pupils to use a variety of learning aids. The reduced teacher-pupil ratio creates the one-to-one relationship necessary for individualized instruction and for developing role models.

The Research Training and Development Unit assumes a variety of responsibilities which include program development, equality control and assessment, maintaining consistency to the Model A design, continuity in development and coordination of efforts.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 17

Function Numbers: B/E 65-2-8401
SED 14-71-17-1-02

Total Budget: $1,062,032

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mrs. Eleanor Jacoby
2 Linden Boulevard
Brooklyn, New York 11226
Telephone Number: 462-4900

Specific Schools Involved
Elementary: PS 316

Number of Children Served
Elementary: 1,800

Project Personnel
1 Assistant Principal (full-time)
30 Teachers (full-time)
2 Teacher-Trainers (full-time)
1 Attendance Teacher (full-time)
6 Guidance Counselors (full-time)
2 School Secretaries (full-time)
1 School Secretary (part-time)
70 Educational Assistants (full-time)
7 Educational Associates (full-time)
4 Family Assistants (part-time)

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide personnel and services for the planning, implementation and supervision of all State Urban Education Programs.

To provide for coordination of activities of all participating groups including the professional staff, participating schools, community groups, vendors and Central Board of Education.

Project Description

The District Coordinator works directly with the Community State Urban Advisory Committee and the Community Superintendent's staff in development, coordination, implementation and evaluation of State Urban funded proposals. She consults with both lay and professional persons at all appropriate stages of the Urban Education Project. The Coordinator is also responsible for supervising the operation of the programs. She serves as liaison between the Office of State Urban Funded Programs at the Central Board and her District office. The coordinator also assists in the hiring of professional and paraprofessional staff and the requisitioning of materials.

District Number: 18

Function Numbers: B/E 67-2-6451
SED 14-71-18-1-CAB

Total Budget: $30,646

Status of Project: New

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator (full-time)
1 Coordinator (part-time)

Contact Person
Miss Marian J. Romain
545 Utica Avenue
Brooklyn, New York 11203
Telephone Number: 772-7170

PROJECT SUCCESS

Primary Objectives

A more satisfactory school adjustment as evidenced by an 80% reduction in teacher notations of disruptive behavior.

That 80% of the participants will show academic progress which can be measured by the improvement of report card grades to passing or better.

That 75% of the participants will improve their skills in the areas of mathematics and reading, thereby increasing their standardized test scores one year above their previous achievement.

Continuing parental attendance and involvement in the program so that there will be an 80% increase in participation from the onset to the end of the year.

Project Description

Under the supervision of the Community Superintendent, 40 non-adjusting under-achieving boys in grades seven through nine are housed in a separate, rented facility.

Within each school the counselor and the principal consider for referral those students who have not responded to the various educational attempts made to reach them. The psychiatrist, after weighing the psychological work-ups and considering the educational profiles of these pupils, eliminates those who are not suitable for the program. A team, consisting of the district guidance supervisor, the district personnel team, the guidance counselor and supervisor-in-charge of the program, meets with the parents and the pupil to acquaint them with the aims of Project Success. A visit to the facility for orientation prior to the date of reassignment is a mandated responsibility of the parent and student.

While in the project, the pupils are programmed individually to remediate educational deficiencies, and to provide for supportive mental health services. Return to a regular school setting occurs when the project staff is in agreement that the pupil has made progress in work, attitude, attendance and adjustment and the parent concurs with the evaluation.

Tutoring and counseling continue after the pupil returns to school because abrupt curtailment of supportive services might undo some of the gains made in the facility.

PROJECT SUCCESS
(continued)

District Number: 18

Function Numbers: B/E 67-2-6456
SED 14-71-18-1-03

Total Budget: $202,302

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Off-Site Location
837-43 Utica Avenue
Brooklyn, New York 11203

Number of Children Involved
JHS and/or IS: 40

Project Personnel
1 Assistant Principal (full-time)
1 Guidance Counselor (full-time)
4 Teachers (full-time)
1 School Secretary (full-time)
1 Educational Assistant (full-time)
2 Teacher Aides (full-time)
1 Family Assistant (full-time)
2 School Aides (full-time)

Contact Person
Miss Marian Romaine
545 Utica Avenue
Brooklyn, New York 11203
Telephone Number: 772-7170

ELEMENTARY MOBILE INDUSTRIAL ARTS LEARNING CENTER

Primary Objectives

Developing skills and knowledge in the handling of tools and equipment. This will be measured on specially constructed pre and post-session tests, the result of which will indicate significant improvement in 90% of those attending 85% of the sessions.

Increase in vocabulary, especially that which relates to shop and industrial technology. It is expected that 90% of those attending 85% of the sessions should show a 50% improvement as measured on a specially developed criterion referenced test.

Construction of projects related to curriculum areas of study. It is expected that 50% of finished projects will receive ratings of "good" or "superior," and that 50% will indicate specific relationship to curriculum such as science, mathematics, social studies.

Project Description

The Industrial Arts Mobile Learning Center is a self-contained Industrial Arts classroom built into a specially designed trailer truck body, and serving six elementary schools on a regular schedule. The Industrial Arts teacher, assisted by an educational assistant, meets with groups of 12 to 15 students for 40-minute sessions. The classes which report to the Mobile Center are selected by the principal.

The Center offers early exposure to and involvement with tools, materials, equipment, machines and the development of skills in the use of each. Students are given the opportunity to explore such occupational areas as woodworking, metal working, electricity, graphic arts, ceramics, drafting, plastics and other allied fields. Coordination is maintained between the Industrial Arts teacher and the classroom teacher to plan projects and to incorporate Industrial Arts learning into other curriculum areas.

ELEMENTARY MOBILE INDUSTRIAL ARTS LEARNING CENTER
(continued)

District Number: 18

Function Numbers: B/E 67-2-6457
SED 14-71-18-1-01

Total Budget: $30,777

Status of Project: New

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 208, 219, 233, 242, 272, 279

Number of Children Served
Elementary: 900

Project Personnel
1 Teacher (full-time)
1 Motor Vehicle Operator (full-time)
1 Educational Assistant (full-time)

Contact Person
Miss Marian Romain
545 Utica Avenue
Brooklyn, New York 11203
Telephone Number: 772-7170

MATHEMATICS LABORATORIES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS

Primary Objectives

To provide an environment that will lead to improved academic achievement in mathematics. It is expected that by the end of the program the mean gain score will be statistically higher than that achieved by students in a control group.

To provide an environment which promotes creative and innovative mathematics experiences through individualized and small group instruction. It is expected that by the end of the program, 80% of the teachers and educational assistants will judge the program effort as having had a positive impact on student learning.

Project Description

Mathematics laboratories are operating in four elementary schools and five junior high schools to serve 200 pupils in the former and 975 in the latter. The laboratories are equipped with geoboards, mathematical games, cuisinaire rods, calculators, etc. The thrust of the program is not only directed toward remediation but also to enrichment.

Students with the lowest scores on the Metropolitan Achievement Test are selected for intensive work in the development of mathematical concepts and skills. They receive individualized or small group instruction either in a separate room equipped with a laboratory or in their own classroom when space permits the inclusion of a laboratory in some area of the room. Each student is given specialized instruction once or twice weekly depending on his need.

Many of the teachers selected for the program have taken courses in Mathematics Laboratory Method and Techniques. Nevertheless they receive ongoing training and assistance from the District's Mathematics Coordinator.

MATHEMATICS LABORATORIES FOR ELEMENTARY AND JUNIOR HIGH SCHOOLS
(continued)

District Number: 18

Function Numbers: B/E 67-2-6458
SED 14-71-18-1-02

Total Budget: $52,020

Status of Project: New

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 233, 242, 244, 272
JHS and/or IS: JHS 68, 211, 232, 252, 285

Number of Children Served
Elementary: 200
JHS and/or IS: 975

Project Personnel
1 School Secretary (full-time)
4 Educational Assistants (full-time)

Contact Person
Miss Marian Romain
545 Utica Avenue
Brooklyn, New York 11203
Telephone Number: 772-7170

STATE URBAN EDUCATION ADMINISTRATIVE BUDGET

Primary Objectives

To coordinate and improve the projects implemented during 1971-72.

To act as liaison between the District Community Superintendent and the various schools in which the programs are being implemented.

To supervise all of the district's funded programs and program directors and/or coordinators.

To develop liaison between the school district, central board, State Education Department and city agencies.

To work, in conjunction with the school board and superintendent and the community, in the development of new programs and their evaluation.

To train school personnel in the development of programs and their evaluation.

Project Description

The coordinator prepares all projects for funded programs, listing the needs, objectives, activities and evaluation of each. He prepares a detailed cost analysis of each project and submits all reports to the community superintendent and school board. He also meets with all community groups and reports the needs, expressed by these groups, to the Community School Board. He evaluates all projects in cooperation with the outside evaluators. Evaluations are conducted with project coordinators, teachers and community groups to insure that the objectives of each project are being attained.

District Number: 20

Function Numbers: B/E 71-2-6451
SED 14-71-20-1-CAB

Total Budget: $30,922

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator of Research and Funded Programs (full-time)
1 Stenographer (full-time)

Contact Person
Dr. Anthony Polemeni
1031 - 59 Street
Brooklyn, New York 11219
Telephone Number: 851-7051

GUIDANCE AND CORRECTIVE READING IN ELEMENTARY AND JUNIOR HIGH SCHOOLS

Primary Objectives

As a result of the counseling services, the participating students will demonstrate a positive significant gain with respect to the child's attitude toward self, school and peers based on a pre and post testing by the Metropolitan Achievement Test in Reading.

At the termination of the program, 80% of the participating students will raise their reading score by eight months as measured by pre and post testing by the Metropolitan Achievement Test in Reading.

Project Description

This program is designed to provide special compensatory services and education to children who are retarded two or more years in reading and who also have emotional and psychological problems resulting from their background. Students who read below grade level are instructed in small groups by the corrective reading teacher in each of the junior high schools involved. There is also individual and/or group counseling for all students in the reading program referred by teachers, administrators, school personnel, parents or self. Corrective reading teachers and guidance counselors work as a team with appropriate agency personnel or Board of Education pupil personnel specialists within each junior high school. They also plan with the school principal and district staff members for working with parents and teachers. Supervision and consultation services are provided by the District Guidance Coordinator, Urban Education Coordinator and the District Curriculum Coordinator.

The reading teachers work directly with small groups of children who are below grade level in reading. The guidance counselors provide small group counseling for children referred by administrators, classroom teachers or parents for health or emotional problems, underachievement, poor attendance or general personal maladjustment. They work with the junior high school reading teachers in the program and also with the tax levy and Title I reading teachers.

GUIDANCE AND CORRECTIVE READING IN ELEMENTARY AND JUNIOR HIGH SCHOOLS
(continued)

District Number: 20

Function Number: B/E 71-2-6456
SED 14-71-20-1-06

Total Budget: $348,143

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 104, 127, 163, 170, 185, 204, 205
JHS and/or IS: JHS 62, 201, 220, 223, 227, 259

Number of Children Served
Elementary: 490
JHS and/or IS: 420

Project Personnel
6 Teachers (full-time)
13 Guidance Counselors (full-time)

Contact Person
Dr. Anthony Polemini
1031 - 59 Street
Brooklyn, New York 11219
Telephone Number: 851-7051

YOUNG AUDIENCES

Primary Objectives

At least 50% of the pupils will develop a greater appreciation of good music as shown by their willingness to listen and to have listented to at least two recommended radio and/or television programs.

At least 25% of the pupils will improve their attitudes toward cultural performances, as measured by responses to a pre and post-administered locally-developed questionnaire.

At least 50% of the pupils will understand and appreciate the lives of five major composers and their musical contributions, as shown by research reports wnich are part of the follow-up of classroom activities.

Project Description

Pupils attend a series of three in-school performances of instrumental and vocal music presented by professional performers under the auspices of Young Audiences, Inc. The students, led by the performers, participate in introductory discussions preceding each performance; respond rhythmically or handle and activate various musical instruments during or between performances; and participate in post-performance discussions.

In their classrooms, the children carry out follow-up activities. These activities, under teacher-direction, include research and reports on composers, related radio listening and television watching and listening to musical performances given by their classmates.

District Number: 20

Function Numbers: B/E 71-2-6457
SED 14-71-20-1-03

Total Budget: $6,351

Project Personnel
Young Audiences Performers

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 48, 102, 105, 140, 164, 170, 176, 180, 185, 192, 205, 229

Number of Children Served
Elementary: 5,760

Status of Project: Recycled

Contact Person
Dr. Anthony Polemini
1031 - 59 Street
Brooklyn, New York 11219
Telephone Number: 851-7051

READING DIAGNOSIS, REMEDIATION AND TEACHER TRAINING CENTER

Primary Objectives

As a result of the diagnosis, prescription and remediation which were developed for each child, the child will demonstrate a significant improvement in reading, based upon pre and post testing.

It is also expected that, at the termination of the remediation 70% of the students will show an increase of two points on a seven-point scale of pupil interest in reading.

As a result of the training of the teachers in diagnostic reading, at least 80% of the corrective reading teachers will show an increase in rating of one category or more on a seven-point scale of utilization of skill.

Project Description

Those pupils who do not respond to small group teaching techniques are referred to a specialist at the District Reading Center. The two specialists at the Center, who are highly trained teachers experienced in diagnosis, meet with the referred pupils and work up a complete diagnosis using a variety of tests including the Stanford Diagnostic Test, Bond-Clymer-Hoyt Silent Reading Diagnostic Test, Sparkes Diagnostic Reading Scales, Auditory Discrimination Test and the Frostig Development Test of Visual Perception.

The Stanford Diagnostic Test is administered, also, to those pupils who are being taught by the District Corrective Reading teachers. Approximately 1,680 students' names and reading scores, national percentile ranks, stanines for each diagnostic subtest, a total reading score, percentile rank and stanine for reading comprehension are machine tabulated. In addition, all pertinent reading data and an instructional placement report are noted on a punched card.

The District Corrective Reading teachers receive training in diagnostic reading techniques and prescription treatment. They attend ten two-hour sessions from 3:00 to 5:00 p.m. under the direction of a reading specialist.

READING DIAGNOSIS, REMEDIATION AND TEACHER TRAINING CENTER
(continued)

District Number: 20

Function Numbers: B/E 71-2-6458
SED 14-71-20-1-02

Total Budget: $54,155

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Dr. Anthony Polemini
1031 - 59 Street
Brooklyn, New York 11219
Telephone Number: 851-7051

Specific Schools Involved
Elementary: PS 48, 102, 103, 104, 105, 112, 127, 140, 160, 164, 170, 176, 179, 180, 185, 186, 192, 200, 204, 205, 229, 247
JHS and/or IS: IS 223, 227, JHS 62, 201, 220, 259

Number of Children Served
Elementary: 1,720
JHS and/or IS: 420

Project Personnel
2 Teachers (full-time)
1 Educational Assistant (full-time)
1 Family Assistant (full-time)

TEACHING ENGLISH AS A SECOND LANGUAGE

Primary Objectives

It is expected that 80% of the pupils participating in the program will improve from step F to step B on the New York City Scale of Pupils' Ability to Speak English. At B on the scale the child will be able to communicate with his peers and teachers.

The participating students will demonstrate a positive significant gain in adjustment to the school situation.

Given Metropolitan Achievement Tests, 50% of the children tested will achieve at or above grade level in the following subtests: Word Knowledge, Word Discrimination and Reading.

Given appropriate teacher-made tests in selected areas of science, mathematics and social studies, 60% of the children tested will achieve a score of 75% or better.

Project Description

Those children are selected to participate in the program who are found to fall between C and F on the Pupils' Ability to Speak English Scale. Those who rate C and D attend the special classes for one one-hour period weekly. Those who are found to rate E and F attend for three one-hour periods each week. Classes consist of from five to 12 children. When a pupil reaches level B on the scale, he is replaced by another child who may need help.

The audio-lingual approach is used at the start and is followed by the teaching of reading and writing in English. The teacher helps the students verbalize through a variety of drill procedures involving repetition of an accurate language model in order to eliminate difficulties of sounds, intonations, rhythm and stress. Many activities emphasizing patterns practice is provided in order to develop automatic control and fluency in English.

The lessons consist of a variety of language-learning slides, devices and experiences to keep the children interested, to clarify meaning and encourage them to express themselves in their new language.

TEACHING ENGLISH AS A SECOND LANGUAGE
(continued)

District Number: 20

Function Numbers: B/E 71-2-6459
SED 14-71-20-1-04

Total Budget: $143,708

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 48, 140, 164, 176, 179
JHS and/or IS: JHS 62, 220, 223

Number of Children Served
Elementary: 250
JHS and/or IS: 150

Project Personnel
8 Teachers (full-time)

Contact Person
Dr. Anthony Polemini
1031 - 59 Street
Brooklyn, New York 11219
Telephone Number: 851-7051

A MULTI-FACETED DISSEMINATION CENTER

Primary Objectives

As a result of this program, there will be an increase of 30% of community participation at school board meetings and school-oriented events over last year's participation.

The teacher, at the termination of this program, will be rated in terms of administration, implementation and quality of work performed. To be considered successful, he will have had to achieve a score of 65 on a rating scale of 100. The rating will be performed by his supervisor and the President of the Community Board.

Project Description

The teacher works cooperatively with the Community Superintendent, the Coordinator of Research and State and Federally Funded Programs and the Community School Board in the planning and development of the first phase of a District 20 Data-Bank. Meetings and seminars are held with computer centers, behavioral scientists, school personnel and community in order to effectively launch a Multi-Faceted Dissemination Center.

It is the teacher's responsibility to develop a sophisticated vehicle for dissemination of information. It is necessary to develop an awareness on the part of the many public within the school system and to make the positive ideas of the district marketable.

A complete profile, developed for every pupil and professional, is being collected and transferred to magnetic tape and profile cards.

A MULTI-FACETED DISSEMINATION CENTER
(continued)

District Number: 20

Function Numbers: B/E 71-2-6460
SED 14-71-20-1-05

Total Budget: $14,190

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 48, 102, 104, 105, 112, 127, 140, 160, 163, 164, 170, 176, 179, 180, 185, 186, 192, 200, 204, 205, 229, 247
JHS and/or IS: JHS 62, 201, 220, 223, 227, 259

Number of Children Served
Elementary: 19,448
JHS and/or IS: 8,778

Project Personnel
1 Teacher (full-time)

Contact Person
Dr. Anthony Polemini
1031 - 59 Street
Brooklyn, New York 11219
Telephone Number: 851-7051

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To coordinate, administer and supervise all State Urban Education programs in the most efficient and effective manner.

To disseminate information on all State Urban Education programs.

Project Description

An experienced supervisor, coordinator of State and Federal programs, Title I funded, has the primary responsibility for directing, administering, coordinating, supervising and aiding in the evaluation of all of the district's reimbursable programs. She plans and writes all State Urban Education programs. She attends all meetings of the Community School Board, community agencies, parents' associations and school faculties, at which she disseminates information relative to the programs. She works closely with the Office of Urban Education and the State Education Department.

An experienced teacher, the assistant coordinator, works with the coordinator to carry out the duties and responsibilities outlined above. She is also responsible for the monitoring of budgets, imprest funds and payrolls.

District Number: 21

Function Numbers: B/E 73-2-6451
SED 14-71-21-1-CAB

Total Budget: $20,437

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Assistant Coordinator
(full-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223
Telephone Number: 266-9366

DIAGNOSTIC AND REMEDIAL LEARNING LABORATORIES

Primary Objectives

It is anticipated that by the end of the year at least 70% of the students will show a mean gain of four months in reading skill, as measured by pre- and post-testing using the Stanford Diagnostic Reading Test.

It is expected that, as a result of this program, 80% of the participating pupils will increase positive attitudes toward reading as reflected in an increase of two points on a seven-point scale.

As measured by pre- and post-rating by teachers of participating children, 80% will show increased positive attitudes toward school.

After their training sessions, all teachers who have participated should demonstrate competence in the laboratory equipment, as measured by the evaluators during the course of their visits.

Project Description

Participants consist of those children who were in the program during 1970-71 and are still six months retarded in reading and children who demonstrated a minimum two-year retardation on the Metropolitan Achievement Test of April, 1971. Priority is given to students in the highest grade in the school. Additional recommendations may be made by supervisors, guidance counselors and teachers. During the first week of the program, testing of the referred children is done by the teachers in the program using the Stanford Achievement Test and informal tests. A diagnosis is written for each student, based on the deficiencies in reading skills and the children are given the appropriate level of Education Development material. The District Reading Consultant is available as a resource person for this phase of the program.

Five groups of 10 to 12 students meet with the reading teacher and the educational assistant for a daily 45-minute period of instruction in a room, at each site, designated as a reading laboratory. Key features are the totality of the language arts approach and the individualization of instruction.

DIAGNOSTIC AND REMEDIAL LEARNING LABORATORIES
(continued)

District Number: 21

Function Numbers: B/E 73-2-6452
SED 14-71-21-1-01

Total Budget: $91,849

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 95, 121, 188, 215, 225
JHS and/or IS: IS 303, JHS 239

Number of Children Served
Elementary: 300
JHS and/or IS: 120

Project Personnel
3 Teachers (full-time)
1 Educational Associate (full-time)
2 Educational Assistants (full-time)
1 Teacher Aide (full-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223
Telephone Number: 266-9366

CREATIVE LAB INTRODUCE MUSICAL BROTHERHOOD
(CLIMB)

Primary Objectives

A major objective of the program is to help at least 80% of the participating students to reach satisfactory performance levels, as indicated by passing scores on a specially developed evaluation instrument, in identifying various notes on the scales, in identifying rhythm patterns, in playing the special "Keyboard" instrument, in identifying sound patterns, and in composing an original piece of music.

Eighty per cent of the participating children will demonstrate improvement in positive feelings about their musical accomplishments, self-images and attitudes toward school as determined by their responses to questionnaires administered at the beginning and end of the program.

For all participants, the musical program will be used to relate and motivate skills development in such curriculum areas as language arts, social studies and physical education, as determined by evaluators' judgments during classroom observations and examination of curriculum materials.

Project Description

This program gives the participants an opportunity, through music, to identify with activities that underscore wholesome attitudes, both social and academic. The number and variety of activities range from skill-oriented activities to creative and exploratory experiences. An outstanding innovative aspect of the program is the use of individual portable desk organs for all music instruction.

The children learn motor skills, music notation, sight reading dictation, composing and improving. The program also includes vocal skills, abstract skills and aural skills. The participants are tested, periodically, through the use of a musical aptitude test. The results are used to determine individual progress in aural discrimination.

The musical experiences relate to other curriculum areas. Language arts skills are supplemented by emphasis on left to right and top to bottom eye movements; by improving visual and auditory acuity; and by giving children experience in writing lyrics to music they compose. Mathematics concepts are related to tempo and notation. Social Studies curriculum is correlated with period songs and science learnings on sound are motivated by the music experiences.

The instruction takes place twice weekly with the classroom teacher participating with the class.

CREATIVE LAB INTRODUCE MUSICAL BROTHERHOOD
(CLIMB)
(continued)

District Number: 21

Function Numbers: B/E 73-2-6453
SED 14-71-21-1-04

Total Budget: $123,569

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 90, 100, 177, 188, 215, 226, 253

Number of Children Served
Elementary: 2,100

Project Personnel
7 Teachers (full-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223
Telephone Number: 266-9366

MAN AND HIS ENVIRONMENT

Primary Objectives

After ten months of participation in the program, 80% of the children involved in depth will attain a mean score of 80 on a test constructed by the teacher and the project coordinator. The test will be designed to encompass all the major topical areas specified in the project design.

After ten months of participation in the program, at least 90% of the children involved will achieve a satisfactory rating in science on their report cards for the final marking period.

At the termination of the program, 80% or more of the pupils will show awareness and interest in science as indicated by their participation in an Aquatic Environment Fair at the Aquarium, science from neighborhood ecological projects and self-directed study, as determined by interviews, questionnaires and evaluators' observations.

For all participants, the science experiences will be used as a motivational force for skills development in such curriculum areas as language arts, social studies, art and arithmetic as determined by evaluators' judgments during classroom observations and examinations of curriculum materials.

Project Description

Classes are admitted to the program on recommendation of the principals and teachers. Each class spends a day at the New York Aquarium with their teacher and the special science teacher assigned to the Aquarium. The children receive a pre-visit lesson on ecology and an orientation session at the Aquarium with emphasis on ecology, pollution, environmental studies and Marine biology. They are given a guided tour of the Aquarium exhibits with emphasis on the interdependence of living things, and a walk on the Coney Island Beach to collect items of sea life to take back to their classrooms for further study. Follow-up activities in science and other curriculum areas are suggested in a booklet presented to each visiting teacher.

One class from each school participates in an extended study program which includes two additional visits to the Aquarium to study care and maintenance of Marine specimens; to observe the variety of experimentation being conducted at the Osborne Laboratories; and to participate in laboratory work at a nearby junior high school laboratory.

All participants are involved in a Science Fair at the Aquarium on the topic "Aquatic Environment."

An assistant principal coordinates and supervises all phases of the program and assists in its implementation. He gives an in-service course in ecology to teachers in the district and acts as liaison between the schools and the New York Aquarium.

MAN AND HIS ENVIRONMENT
(continued)

Consultants from the Osborne Laboratories are responsible for the extended study demonstrations and lectures.

District Number: 21

Function Numbers: B/E 73-2-6454
SED 14-71-21-1-03

Total Budget: $46,146

Status of Project: Recycled

Specific Schools Involved
Elementary: PS 90, 100, 188, 209, 215, 216, 225, 253, 288
JHS and/or IS: IS 96, 303 JHS 43, 228, 239, 281

Number of Children Served
Elementary: 1,501
JHS and/or IS: 999

Beginning Date: 9/13/71

Completion Date: 6/30/72

Project Personnel
1 Assistant Principal (full-time)
1 Teacher (full-time)
1 Consultants (part-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, Nkw York 11223
Telephone Number: 266-9366

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS (STINT)

Primary Objectives

After ten months of participating in the program, at least 80% of the teachers will achieve a rating of "satisfactory" on the Principals' Report submitted by the teachers' supervisors.

At the end of ten months of participation in the program, 80% or more of the beginning and/or inexperienced teachers will elect to remain and teach in District 21.

Improvement in teaching performance will be shown by at least 75% of the participating teachers, as judged by evaluators during observational visits to the classrooms near the beginning and end of the program.

Project Description

The teacher trainers supplement the ongoing school teacher-training program and work closely with supervisors of trainees in order to insure support and continuity of training. They plan and implement a program that will include direct work with teachers in their classrooms, workshop and/or conference periods. The program focuses on such problems of beginning and inexperienced teachers as development of discipline in the classroom, planning, routines, class management, group activities, relationships with parents and self-evaluation through Guided Self-Analysis. The trainers ascertain needs of individual teachers through observations and individual conferences and plan additional training activities to meet these needs. The trainer gives demonstration lessons to the trainees' classes and arranges for trainees to visit experienced teachers.

Each trainer works with approximately nine new teachers and assists others as the need occurs.

A special consultant from England, who is knowledgeable and experienced in the British Infant School Approach helps the teachers to meet, more fully, the evinced needs of their pupils.

SUPPORTIVE TRAINING FOR INEXPERIENCED AND NEW TEACHERS
(STINT)
(continued)

District Number: 21

Function Numbers: 73-2-6456

Total Budget: $68,747

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223

Specific Schools Involved
Elementary: PS 90, 188, 225

Number of Children Served
Elementary: 810

Number of Teachers Served
Elementary: 27

Project Personnel
3 Teacher Trainers (full-time)
1 Consultant (part-time)

PARENT HELPERS

Primary Objectives

After participation in this carefully structured tutorial program, 80% of the pupils who have attended 70% of the sessions will demonstrate a mean gain of five months for the ten-month period, as indicated by their scores on the Stanford Diagnostic Reading Test administered at the beginning and end of the program.

Through its evaluation of the effectiveness of the inservice training program by means of training session observations, interviews and questionnaires, the evaluation team will find that the continuing training program is effectively increasing the level of performance and skills of at least 80% of the paraprofessionals.

Project Description

Children with a retardation of at least two years in reading and those who participated in the program last year, but continue to show retardation, are admitted to the program on the bases of standardized tests and teacher recommendation. Further screening for the program will be done by the Corrective Reading Teachers using the Stanford Diagnostic Reading Achievement Test and informal tests. A diagnosis is written for each student based on deficiencies in reading skills.

The Parent Helper meets for daily 45-minute instruction periods with individual children in a room designated for this purpose. She uses a variety of materials, in a carefully structured phonic approach, to help the pupil develop the needed reading skills. If progress has been great enough, the Parent Helper may work with two or three children with common weaknesses at the same time.

The Parent Helpers are screened for attitudes, sensitivity and a level of literacy adequate for helping children at the beginning reading levels. An orientation session for parents of participants is held during the first month and individual parent conferences are held by the teacher, Corrective Reading Teacher, Parent Helper and, at times the guidance counselor, to discuss the child's progress, the possible help parents can give at home and to answer parents' questions.

PARENT HELPERS
(continued)

District Number: 21

Function Numbers: B/E 73-2-6457
SED 14-71-21-1-05

Total Budget: $62,283

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 90, 188, 225, 288, 303
JHS and/or IS: JHS 239

Number of Children Served
Elementary: 110
JHS and/or IS: 40

Project Personnel
1 Educational Associate (full-time)
8 Educational Assistants (full-time)
5 Teacher Aides (full-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223
Telephone Number: 266-9366

LINCOLN CENTER STUDENT PROGRAM

Primary Objectives

The program aims to help the students to improve their sense of self-identity through the exploration of the relationship of the arts to contemporary society and their own lives. Attainment of this objective will be indicated if 75% or more of the students indicate, through their questionnaire responses, that the program has had a beneficial effect on their interest in the performing arts and growth in their self-esteem, and if the responses of at least 75% of staff members returning questionnaires indicate through their ratings of the students, that the program has heightened the interest and ambition of the majority of these participants.

At least 75% of the staff members, associated with humanities, will become actively engaged in involving students in the performing arts and the creative process by affording them a series of encounters with performing arts as a curriculum component of the humanities. Examination of curriculum materials by evaluators will reflect this approach.

Project Description

The Lincoln Center Program is part of an innovative curriculum in the humanities which was developed in District 21. It focuses on the exploration of the relationship of the arts to contemporary society and to the pupils' own lives. Pupils attend in-school performances of opera, drama, dance and music prepared and presented by professional artists from the member institutions of Lincoln Center. They participate in classroom and/or auditorium orientation sessions related to each in-school performance, conducted by performance chairmen, school personnel and/or resource personnel from Lincoln Center. These preparation lessons, which include studies of educational materials and program notes prepared by Lincoln Center, serve to motivate skills development in all other curriculum areas. In addition, post-performance lessons are utilized, in the same manner, for additional learnings in language arts, social studies, art and music.

Pupils are introduced to the total professional atmosphere of the theater, opera house, or concert hall, as part of the world of work, by participating in the creative process through classroom workshops. They compose songs, write dramatic scenes and perform them, experiment with choreographing dances and amass general information about the arts aimed at developing new insights into the artistic experience. During performances, students act as stagehands.

A teacher coordinates the Lincoln Center Program with the Humanities Program. He works closely with the performance chairman and with the district supervisors of music and art.

LINCOLN CENTER STUDENT PROGRAM
(continued)

District Number: 21

Function Numbers: B/E 73-2-6458
SED 14-71-21-1-07

Total Budget: $23,181

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 96, 303, JHS 43, 228, 239, 281

Number of Children Served
JHS and/or IS: 3,600

Project Personnel
Performers and Resource Personnel of Lincoln Center
1 Teacher (full-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223
Telephone Number: 266-9366

SATELLITE CLASSES

Primary Objectives

At the conclusion of the program, 20 of the 100 children participating in the program will have demonstrated positive gain in behavior modification leading to better school adjustment and will have been returned to the mainstream of school life as indicated by school records.

At least 20 of the participating children will have gained four months in reading as measured by pre and post testing using the Stanford Diagnostic Reading Test.

Project Description

Students are admitted, on recommendation of guidance counselors, supervisors and teachers to a satellite class, established to rehabilitate the acting-out, non-functioning child who has special learning disabilities and interferes with the education of other children. Each class has a maximum of 12 pupils from Grades 6 to 9 on a rotating basis, so that as one pupil progresses to the point of being ready to return to his regular class, another takes his place. The program also serves the child who is waiting for appropriate placement in other than a normal classroom.

A teacher, with demonstrated ability in dealing with atypical pupils, assisted by an educational assistant, teaches the satellite class under the direction of a project supervisor. The class, with its reduced adult-child ratio, is utilized only after all attempts at adjustment within the normal school setting have failed.

New and innovative techniques are employed, as well as intensive additional supportive services, all aimed at meeting the participants' physical, emotional, intellectual and educational needs and replacing them in the mainstream of school life as soon as possible.

A program, geared to needs and intended to provide motivation, uses the neighborhood and city as an extended classroom with community problems constituting the curriculum. Mornings are spent in school with individualized and small group instruction in reading, mathematics and other curriculum areas utilizing programmed instruction and audio-visual equipment. In the afternoon, classes go on trips within the neighborhood and the city.

SATELLITE CLASSES
(continued)

District Number: 21

Function Numbers: B/E 73-2-6460
SED 14-71-21-1-06

Total Budget: $107,005

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: JHS 43, 228, 281

Number of Children Served
JHS and/or IS: 100

Project Personnel
1 Assistant Principal (full-time)
3 Teachers (full-time)
3 Educational Assistants (full-time)

Contact Person
Mrs. Ethel Tucker
345 Van Sicklen Street
Brooklyn, New York 11223
Telephone Number: 266-9366

READING IN VACATION DAY CAMPS

Primary Objectives

Sevety-five per cent of the participants in this program will raise their reading grade level three months or more by the end of the summer session.

Project Description

Three hundred and thirty pupils in 11 elementary schools from grades 1 to 4 are the target group in this program. A survey of the results of the standardized reading tests had indicated retardation of one year or more among many of the educationally and culturally deprived students and the necessity for intensive remedial work in the summer.

Each teacher meets daily with two groups: grades 1 and 2 for one and one-half hours; grades 3 and 4 for one and one-half hours. The lessons include the development of decoding skills with the use of Skill tests and SRA Reading Labs. A paperback library of trade books is available as an added incentive for reading voluntarily. As the term progresses, the teacher is able to give more individualized instruction. All participants are given at least one open book test during the six-week period.

District Number: 22

Function Numbers: B/E 75-2-6452
SED 14-71-22-1-01

Total Budget: $13,668

Status of Project: Recycled

Beginning Date: 7/6/71

Completion Date: 8/13/72

Specific Schools Involved
Elementary: PS 52, 119, 139, 193, 194, 198, 203, 207, 217, 222, 251

Number of Children Served
Elementary: 330

Project Personnel
1 Teacher-in-Charge (part-time)
11 Teachers (part-time)
1 School Secretary (part-time)

Contact Person
Mrs. Audrey Weiner
3109 Newkirk Avenue
Brooklyn, New York 11226
Telephone Number: 856-5821

ELEMENTARY DIAGNOSTIC AND REMEDIAL READING CENTER

Primary Objectives

As a result of this program 50% of the pupils diagnosed and given remediation will gain five months in reading as measured by the Spache and Slosson reading tests.

Project Description

Non-learners who have been screened in their home schools are referred and transported to the Elementary Diagnostic and Remedial Reading Center located in one of the district schools. There, a battery of tests is administered by the teacher-in-charge with the help of two educational assistants, and by the psychologist. These tests include Roswell-Chall, Frostig, Titmus, body awareness, WISC, Benton, figure drawing.

The teacher-in-charge and the psychologist compile data to construct a profile for each pupil based on the results of the above-mentioned tests. Following this, a report for each pupil indicating the required remedial techniques and materials is submitted to the appropriate staff member in the home school, for implementation.

Some pupils, however, receive intensive instruction at the Center either individually or small groups for a three-month period, at the end of which time they are re-tested and a special reading program sent to the home school for them. The Center offers a variety of perceptual, manipulative and linguistic materials. Therapy sessions are held by the psychologist three times weekly for those in need of supportive service. Teachers are invited to observe demonstration lessons at the Center, as well as to attend the workshops on remedial teachniques in reading.

ELEMENTARY DIAGNOSTIC AND REMEDIAL READING CENTER
(continued)

District Number: 22

Function Numbers: B/E 75-2-6454
SED 14-71-22-1-05

Total Budget: $45,563

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 52, 119, 139, 152, 193, 194, 195, 197, 198, 203, 206, 207, 217, 222, 236, 251, 254, 255, 269, 277, 286, 312

Number of Children Served
Elementary: 120

Project Personnel
1 Teacher (full-time)
1 Educational Assistant (full-time)
1 Educational Associate (full-time)
1 Educational Assistant (part-time)

Contact Person
Mrs. Audrey Weiner
3109 Newkirk Avenue
Brooklyn, New York 11226
Telephone Number: 856-5821

TEACHER TRAINING FOR NEW AND INEXPERIENCED TEACHERS

Primary Objectives

To develop in new and inexperienced teachers skills in teaching reading and mathematics which will affect significantly the achievement of 75% of the participants in the program.

Project Description

Each of three teacher-trainers is assigned three schools which she visits on a rotating basis. Prior to the start of the program each principal introduces the teacher-trainer to the faculty and arranges for her to meet with the prospective trainees to clarify her role and her future relationship with them. The principal provides the teacher-trainer with a worksheet describing the areas in which each teacher needs assistance and the teacher-trainer arranges the training accordingly.

Guidance is given in setting up classroom arrangement and routines, planning and evaluating lessons and in handling discipline. The teachers get the benefit of observing demonstration lessons, and are in turn observed by the trainers. Conferences and workshops are held on curriculum, methodology, use and source of new materials, construction of teacher-prepared materials, use of audio-visual aids, and teacher-pupil and teacher-parent relationships.

It is estimated that each trainer spends approximately 60 days in each school. From 3:00 to 5:00 p.m. she works in the District Office gathering and preparing materials for distribution to the trainees and other interested teachers, arranging for the use of films for workshops and demonstration purposes and completing the clerical details associated with the program.

TEACHER TRAINING FOR NEW AND INEXPERIENCED TEACHERS
(continued)

District Number: 22

Function Numbers: B/E 75-2-6455
SED 14-71-22-1-04

Total Budget: $61,751

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 139, 152, 198, 198, 203, 206, 217, 222, 269

Number of Children Served
Elementary: 1,150

Number of Teachers Served
Elementary: 45

Project Personnel
3 Teachers (full-time)

Contact Person
Mrs. Audrey Weiner
3109 Newkirk Avenue
Brooklyn, New York 11226
Telephone Number: 856-5821

JUNIOR HIGH SCHOOL READING LABORATORIES

Primary Objectives

As a result of the program, 60% of the participating pupils will raise their reading level by at least six months on the Metropolitan Achievement Test.

Project Description

One hundred fifty seventh-grade pupils in IS 14 and 150 in JHS 240 who are reading two years or more below grade level and who are economically and educationally deprived comprise the target population. Three groups of 20 to 25 students are programmed for intensive remedial instruction in the reading laboratory two consecutive periods daily four to five times per week from September to January. Beginning February 1, they are replaced by three other groups which remain until June.

The reading laboratory for JHS 240 has been in operation since September, 1970 and an additional one has been equipped at IS 14. Each laboratory is staffed by a reading teacher and two educational assistants. The teacher-in-charge administers pre-tests and diagnostic tests to each pupil and then plans a program based on the results of these tests. Individual and small-group help is always given but as the student progresses he becomes more self-sufficient, and on reporting, gets his folder in which his assignment is indicated, and proceeds to work independently either on a machine or as part of a group. The machine could be the Aud-X, Controlled Reader, Tachistoscope or Listen and Learn Tapes.

Two afternoons each week from 3:00 to 5:00 p.m. the laboratories remain open to accommodate 20 to 25 students who attend voluntarily in order to raise their reading grades.

JUNIOR HIGH SCHOOL READING LABORATORIES
(continued)

District Number: 22

Function Numbers: B/E 75-2-6456
SED 14-71-22-1-03

Total Budget: $89,957

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Number of Schools Involved
JHS and/or IS: IS 14,
JHS 240

Number of Children Involved
JHS and/or IS: 300

Project Personnel
2 Teachers (full-time)
2 Teachers (part-time)
3 Educational Assistants (full-time)
3 Educational Assistants (part-time)
1 Educational Associate (full-time)
1 Educational Associate (part-time)

Contact Person
Mrs. Audrey Weiner
3109 Newkirk Avenue
Brooklyn, New York 11226
Telephone Number: 856-5821

EDUCATIONAL ASSISTANTS TO AID UNDERACHIEVERS

Primary Objectives

As a result of the use of educational assistants in the classrooms 75% of the students will achieve grade level in Mathematics and Reading on standardized tests.

The use of educational assistants in the classrooms increases the teachers' instructional time by 20%, as measured by monitoring from the Evaluation Agency and by the teachers' responses to a questionnaire.

Project Description

Twenty-four educational assistants are assigned to first grade classes in ten elementary schools. They free the teachers of some clerical and administrative details thereby permitting them to devote more time to instruction. Under the supervision of the teachers, the educational assistants tutor individuals and small groups in reading and mathematics; assist teachers with the preparation and use of teaching aids; operate audio-visual equipment; and are generally useful in the classroom.

Educational assistants new to the program receive orientation each morning during the first week of school, and all of them, new and experienced, receive continuous in-service training from teachers and supervisors.

District Number: 22

Function Numbers: B/E 75-2-6457
SED 14-71-22-1-02

Total Budget: $121,165

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mrs. Audrey Weiner
3109 Newkirk Avenue
Brooklyn, New York 11226
Telephone Number: 856-5821

Specific Schools Involved
Elementary: PS 139, 152, 193, 198, 203, 206, 217, 251, 269, 277

Number of Children Served
Elementary: 600

Project Personnel
22 Educational Assistants full-time)
2 Educational Associates (full-time)

DISTRICT 24 STATE URBAN EDUCATION DECENTRALIZED UMBRELLA

Primary Objectives

To provide corrective reading diagnosis and remediation services for the participants thereby expanding their vocabulary and comprehension of written materials. Pre and post program results on the Metropolitan Achievement Test will indicate that 70% of the target population has increased their scores by six months.

To increase the oral language proficiency in English of the English as a Second Language participants so that 75% of the group will manifest measurable gains in their ability to use English when compared to pre program testing.

To increase the reading skills of the target group and English language competency of the English as a Second Language pupils through the individualized assistance provided by the School Volunteers. A pre and post program assessment will indicate that 75% of the Reading Program teachers and of the English as a Second Language teachers claim positive improvement with individualized instruction.

Project Description

The Umbrella includes the three components described below:

Diagnosis and Treatment of Reading Disabilities. Thirteen schools are each provided with one Corrective Reading Teacher and the fourteenth, an intermediate school, has the services of three, to instruct 1,248 pupils who are retarded one to two years or more in reading. They are programmed so that those with a greater degree of retardation receive 180 hours of instruction and the remainder 120 hours of instruction during the school year. In other words some students receive up to four and one-half hours of instruction daily and none less than three. A coordinator trains the Corrective Reading Teachers in the skills of specific programs for deficiencies and the prescription of specific programs for remediation. The Corrective Reading Teachers attend weekly meetings or workshops at which current techniques of teaching as well as new and experimental ones are discussed or demonstrated.

Teaching English as a Second Language. This program is operating in four elementary schools, two of which employ two teachers each and two one teacher each to provide intensive instruction for students with limited knowledge of English. Priority is given to those students who rate "F"' on the language-rating scale, then those who rate "E", and so on. Each teacher instructs five groups of ten daily, using an oral-aural approach, pattern practice drills, teaching dialogs, etc. The six teachers receive orientation and ongoing training, the latter consisting of demonstration lessons, workshops, examination and evaluation of new materials and the construction of teacher-made learning aids.

DISTRICT 24 STATE URBAN EDUCATION DECENTRALIZED UMBRELLA
(continued)

The School Volunteer Program. Seventeen schools have the services of 200 volunteers, each of whom is scheduled for a two-hour morning or afternoon assignment. The volunteers are trained by the coordinator of the area in which they are to serve. They provide individualized instruction for pupils who attend the Reading Center, for those enrolled in the English as a Second Language program and for others who are not participants in the aforementioned programs but whose reading and language deficiencies are being corrected by tax-levy teachers.

District Number: 24

Function Numbers: B/E 79-2-6452
SED 14-71-24-1-01

Specific Schools Involved
Elementary: PS 19, 68, 71, 81, 87, 88, 89, 91, 143, 153, 199, 229
JHS and/or IS: JHS 73, 93, 119, 125, IS 61

Total Budget: $443,357

Status of Project: Recycled

Number of Children Served
Elementary: 967
JHS and/or IS: 1,046

Beginning Date: 9/13/71

Project Personnel
1 Reading Specialist (full-time)
28 Teachers (full-time)

Completion Date: 6/30/72

Contact Person
Mrs. Michaela J. Vilhotti
67-54 - 80 Street
Middle Village, New York 11379
Telephone Number: 894-6047

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide personnel and services for the planning, implementation and supervision of all State Urban Education Programs.

To provide for the coordination of activities of all participating groups (professional staff, participating schools, community groups, vendors and Central Board of Education personnel).

Project Description

The district coordinator works with community advisory groups, community school board committees and the community superintendent's staff in planning, developing, coordinating, implementing, supervising and evaluating all State Urban Education Programs. He also serves as a liaison between the Offices of Central Headquarters and the State Education Department in Albany and District 25. He assists in the interviewing and hiring of professional and paraprofessional staff and the requisitioning of materials.

A supervising clerk is responsible for secretarial and clerical chores.

District Number: 25

Function Numbers: B/E 81-2-6451
SED 14-71-25-1-CAB

Status of Project: New

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
P.S. 19
(see below)

Project Personnel
1 Teacher (full-time)
1 Coordinator (part-time)

Contact Person
Mr. Harold B. Schartzapfel
14-14 College Point Blvd.
College Point, New York 11356
Telephone Number: 886-3266

SERVICES FOR THE POOR CHILDREN WHO ARE EDUCATIONALLY IN NEED IN DISTRICT 25 QUEENS

Primary Objectives

After a minimum of nine months of regular participation in the remedial reading program, at least 50% of the children will be able to read at a grade level nine months higher than at the beginning of the program. This will be measured by pre and post testing using the Metropolitan Reading Tests.

After a minimum of nine months of regular participation in the remedial mathematics program, at least 50% of the children will achieve at a grade level nine months higher than at the beginning of the program. This will be measured by standardized tests.

To strengthen the child's sense of self-worth and code of behavior, so that the child can select and attack an appropriate task and pursue it to its completion. A specially prepared checklist of pupil behavior will be used to quantify observations of teachers. It is anticipated that 50% of the participants will show satisfactory growth.

As a result of the pre-kindergarten program, more than 50% of the children who were in attendance for a minimum of 120 days will demonstrate specific positive behavioral changes that will indicate achievement in such areas as growth in individuality and self-confidence, in ability to express himself and in understanding and acceptance of the need for rules that everyone follows. This will be measured by a checklist completed by the classroom teacher.

Project Description

Pupils, selected according to the degree of retardation, receive remedial instruction in reading and/or mathematics skills. Diagnostic tests determine the specific areas of weakness and the program is structured to meet the needs of each child. Groups of approximately ten children work for a minimum of one hour with the remedial teachers. They meet daily except in those schools where the remedial teacher is assigned for part-time. In these schools groups of five children receive assistance twice a week in one-half of the year and three times a week in the other half.

A guidance counselor provides individual counseling and group guidance lessons for target children. In addition, the counselor provides parent workshops and cooperates in the training of professional and paraprofessional staff.

Target children, in each classroom to which an educational assistant is assigned, receive additional individual and small-group instruction.

SERVICES FOR THE POOR CHILDREN WHO ARE EDUCATIONALLY IN NEED
IN DISTRICT 25 QUEENS
(continued)

Family Workers are assigned to assist target children in the lunchroom, afterschool tutorial centers and in each Pre-K class. They also make home visits to facilitate the optimum educational and personal adjustment of each target child in his school setting.

At Early Childhood Centers the children are given learning experiences through carefully selected games and activities. They work on a one-to-one basis from 3:15 to 4:45 p.m. with tutors from neighboring high schools and colleges.

A teacher-trainer coordinates in-service training for teachers and paraprofessionals.

District Number: 25

Function Numbers: B/E 81-2-6452
SED 14-71-25-1-01

Total Budget: $253,647

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 20, 21, 29, 154, 214
JHS and/or IS: JHS 168, 185, 189

Number of Children Served
Pre-Kindergarten: 60
Elementary: 675
JHS and/or IS: 108

Project Personnel
2 Guidance Counselors (part-time)
2 Teachers (part-time)
7 Teachers (full-time)

Contact Person
Mr. Harold Schwartzapfel
14-14 College Point Boulevard
College Point, New York 11365
Telephone Number: 886-3266

LEARNING LABORATORIES TO ENRICH THE READING PROGRAM

Primary Objectives

It is expected that by the end of the year 50% to 70% of the participants will show an increased interest in reading as measured by the number of books read, sharing of reading experiences with peers and in the choice of reading over other activities.

It is expected that 80% of the pupils will achieve an average growth of four months above their normal growth as determined by a comparison and analysis of the Spring 1972 Metropolitan Achievement Test results with those of the previously administered test.

Project Description

In each of 29 schools a mobile learning laboratory resource center is equipped with special materials to provide listening experiences, oral language activities and reading facilities for the culturally disadvantaged students. Each center is used daily by the students meeting in small groups of two to six for instruction varying in time from 15 to 45 minutes. Frequency of instruction is determined by the teacher's knowledge of the areas of need of pupils - concept development, communication skills, self-image.

An educational assistant supervised by the classroom or corrective reading teacher works with the students at remedial activities selected by the teacher. She is prepared for this role through training by the District Reading Coordinator in such areas as principles and fundamentals of reading instruction, simple diagnostic techniques, recreational reading, methods and materials. The students are encouraged by her to "read along" while listening to taped narrations, to discuss filmstrips and to engage in language arts activities of reading and acting out plays, and role playing. The Spire Informal Reading Inventory is administered to each student at the beginning and end of the project year to determine growth. This is in addition to the Metropolitan Achievement Test in Reading.

District Number: 26

Function Numbers: B/E 83-2-6452
SED 14-71-26-1-01

Status of Project: Recycled

Total Budget: $212,318

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Mr. Patrick Infantino
196-25 Peck Avenue
Flushing, New York 11365
Telephone Number: 454-8600

Specific Schools Involved
Elementary: PS 18, 26, 31, 41, 46, 94, 98, 115, 130, 133, 159, 162, 173, 177, 178, 179, 186, 188, 189, 191, 203, 205, 213, 221
JHS and/or IS: IS 74, JHS 67, 158, 172, 216

Number of Children Served
Elementary: 1,221
JHS and/or IS: 336

Project Personnel
4 Teachers (full-time)
29 Educational Assistants (part-time)

OPERATION SEARCH

Primary Objectives

To increase the academic achievement of 60% of the students who will demonstrate a six-month increase in reading and arithmetic as measured by standardized achievement tests.

To achieve a significant improvement in report card grades in curricular subjects. This will be met if a comparison of 1971 and 1972 grades indicates a .5% increase by 30% of the students and a .25% increase by an additional 30%.

Project Description

Seven guidance counselors are assigned to the program, one in each of five schools and two in Junior High School 210. Two hundred fifty students are programmed for one guidance counselor who is responsible for both group and individual work with them. At the junior high school level this encompasses not only counseling but job definitions, vocational opportunities, visits to high schools and business operations, and arrangements for tutoring assistance from volunteers and/or peers. At both levels the counselor guides the student in examining his strengths and weaknesses in study skills and they arrive at a plan mutually agreeable for coping with the latter.

The counselor uses audiovisual aids in small group sessions to strengthen and support school values. The trips undertaken by all schools include the IBM plants, Kennedy Airport, New York Telephone Company.

The paraprofessionals used in the program are responsible for controlling the flow of students to and from the guidance office, contacting parents, operating audiovisual equipment, and distributing appropriate literature.

District Number: 27

Function Numbers: B/E 85-2-6453
SED 14-71-27-1-03

Total Budget: $212,531

Status of Project: Recycled

Beginning Date: 9/11/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 42, 45
JHS and/or IS: JHS 180, 198, 202, 210

Number of Children Served
Elementary: 500
JHS and/or IS: 1,250

Project Personnel
6 Guidance Counselors (full-time)
1 Teacher (full-time)
1 School Secretary (full-time)
12 Teacher Aides (part-time)

Contact Person
Mr. Jerome Shostack
90-15 Sutter Avenue
Ozone Park, New York 11417
Telephone Number: 835-5548

AEROSPACE EDUCATION RESOURCE CENTER

Primary Objectives

Eighty per cent of the pupils will show a significant increase in their knowledge of Mathematics and Science on a concept test designed and administered on a pre and post basis by the evaluation agency.

Eighty per cent of the pupils will show a significant improvement in their attitudes toward reading as measured on a pre and post reading attitude test devised and administered by the evaluation agency in conjunction with the project director.

Eighty per cent of the pupils will show a significant increase in their knowledge of career opportunities in the Aerospace Industry as measured on the Career Knowledge Test devised in consultation with the project director and administered on a pre and post basis.

Project Description

Selected classes from every elementary and junior high school in the district make a pre-trip visit to the Aerospace Resource Center at P.S. 90 for one and one-half hours. There, they receive orientation in the history of aviation and related topics. Following this, they are taken on a carefully structured guided tour of Kennedy Airport. A third component of the program is the Aerospace Model Clubs located at three schools in the district. (P.S. 42, 45, 90)

Classes that visit the Center are permitted to use and examine a variety of equipment and material, most of which are unfamiliar to them such as wind tunnel, control surface model, airfoil sections, models of aircraft. Each pupil is given an airplane construction kit and a paperback book. The teacher receives an Instruction Kit for use in the classroom.

The three Aerospace Clubs are open to interested pupils after school, and enrollment is voluntary. Students are taught how to build solid airplane and rocket models and eventually fly the completed models.

The Coordinator conducts the program at the Center. With the assistance of the educational assistant visits are scheduled for the Center and to the Airport, and materials and supplies are secured for use and distribution. He acts as a guide on all Airport tours and coordinates the visitation of the NASA Spacemobile for the district. The educational assistant also helps in creating the displays and teaching aids used in the Center, and assists with the supervision of pupils at the Airport.

AEROSPACE EDUCATION RESOURCE CENTER
(continued)

District Number: 27

Function Numbers: B/E 85-2-6454
SED 14-71-27-1-01

Total Budget: $46,266

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 42, 45, 47, 51, 60, 62, 63, 64, 65, 90, 96, 97, 100, 104, 108, 114, 123, 124, 146, 155, 183, 197, 207, 215, 225, 232
JHS and/or IS: JHS 180, 198, 202, 210

Number of Children Served
Elementary: 4,500
JHS and/or IS: 800

Project Personnel
1 Teacher (full-time)
4 Teachers (part-time)
1 Educational Assistant (full-time)

Contact Person
Mr. Bernard Spar
90-15 Sutter Avenue
Ozone Park, New York 11417
Telephone Number: 835-9000

DIAGNOSTIC READING

Primary Objectives

Eighty per cent of second graders will raise their reading achievement to grade level as measured on Metropolitan Achievement Test Primary II administered before and at the end of the program.

Eighty per cent of the paraprofessionals assigned to the program will develop the ability to teach reading skills and to use innovative materials, as measured by the responses to a supervisor-prepared questionnaire and by observation.

To raise the reading level by .5 grade of 80% of fifth or sixth grade participants as measured by a comparison of the Metropolitan Achievement Test scores achieved on a pre and post testing basis.

Project Description

Nine elementary schools accommodate the target population served in this program. In each school the second grade and the top grade, fifth or sixth, are programmed for supportive reading instruction. The second graders are selected from those who scored below grade on the standardized test administered in the Spring; retested with the Clymer-Barrett Diagnostic Reading Battery upon entering the program; and assigned to groups on the basis of the test results. Each day groups of from 9-12 children are taken to the Reading Room by a paraprofessional for an hour's instruction which stresses some aspect in the development of listening skills, auditory and visual discrimination, and decoding and comprehension skills. As each child reaches grade level he is discharged and replaced by another.

The same basis for participation in the program holds true for the fifth and sixth graders. However, they received instruction in the classroom in groups numbering no more than three. A paraprofessional under the supervision of the teacher uses such commercial reading aids as the Random House Skill Pacers and Barnett Loft Specific Skill Series for supplementary instruction.

All reading teachers, both regular and substitute, are experienced and knowledgeable with the substitutes being drawn from the ranks of retired teachers. With the assistance of the Educational Assistants, the reading teachers screen and test pupils, instruct them in Language Arts and reading skills using the reading machines, listening centers and special self-directing materials.

DIAGNOSTIC READING
(continued)

District Number: 27

Function Number: B/E 85-2-6455
SED 14-71-27-1-02

Total Budget: $285,091

Project Personnel
1 Teacher-Coordinator (full-time)
2 Teachers (full-time)
12 Substitute Teachers (part-time)
1 Senior Stenographer (part-time)
1 Supervising Clerk (part-time)
25 Educational Assistants (full-time)
1 Auxiliary Trainer (full-time)

Specific Schools Involved
Elementary: 42, 45, 96, 123, 124, 155, 183, 197, 106a

Number of Children Served
Elementary: 1,100

Status of Project: Recycled

Beginning Date: 9/11/71

Completion Date: 6/30/72

Contact Person
Mrs. Dorothy Spar
90-15 Sutter Avenue
Ozone Park, New York 11417
Telephone Number: 835-9000

PROGRAM TO UPGRADE READING ACHIEVEMENT

Primary Objectives

To improve students' reading abilities to the extent that 67% of those who attend 85% of the class sessions will achieve gains on the Metropolitan Achievement Test equal to or higher than the average gain made by their counterparts during the 1970-71 school year.

To improve students' interest in reading independently. It is expected that 50% of those who have been in attendance 85% of the time will read two or more books, other than those assigned in class.

Project Description

The program is planned to upgrade the reading level of students in grade 6 who indicate a minimum retardation of two years. The level of reading skills is determined for each student from the results of the California Achievement Test administered on entrance into the program, plus a written diagnosis. This is in addition to the initial screening which is based on the Metropolitan Achievement Test scores in April.

Five groups of 10 to 12 students meet the reading specialist, daily for a 45-minute period of instruction at a designated reading center. Each student has a folder in which the teacher enters an assignment which when completed is corrected and graphed by the student, using an answer key. An assignment sometimes is in the form of a referral for special instruction with a group. The components of instruction include language arts, word attack, auditory discrimination training, reading comprehension and library skills. The student may engage in another reading activity of his choice after he has completed his work. Throughout the period, the teacher circulates among the group giving individual or group assistance where needed.

PROGRAM TO UPGRADE READING ACHIEVEMENT
(continued)

District Number: 28

Function Numbers: B/E 87-2-6454
SED 14-71-28-1-02

Total Budget: $188,767

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 86, 117, 139, 144, 175

Number of Children Served
Elementary: 154

Project Personnel
4 Teachers (full-time)
1 Teacher (full-time)

Contact Person
Mr. Edward Gibson
70-48 Austin Street
Forest Hills, New York 11375
Telephone Number: 544-2720

SUPPORTIVE SERVICES

Primary Objectives

Sixty-seven per cent of the participants attending 85% or more of the classes will make mathematics gain on a post administered Metropolitan Achievement Test equivalent to or higher than the average gain achieved by comparable pupils in the district during the 1970-71 school year.

Ninety-five per cent of all paraprofessionals will demonstrate an ability to work effectively with the students, parents, and members of the schools' staff as measured by their rating of 3.0 or higher on a four point scale prepared and administered by the evaluating agency.

Project Description

The supportive services provided by this program are offered in nine elementary and one junior high school. In each school the students, are selected on the basis of their degree of retardation in mathematics. In addition to remediation in this area, they also benefit from classroom enrichment activities recommended by a resource teacher. Individual and group guidance sessions, where indicated, are also provided as part of the supplementary services in this project.

District Number: 28

Function Numbers: B/E 87-2-6455
SED 14-71-28-1-03

Total Budget: $121,224

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Edward Gibson
70-48 Austin Street
Forest Hills, New York 11375
Telephone Number: 544-2720

Specific Schools Involved
Elementary: PS 86, 99, 101, 117, 139, 144, 175, 196, 220
Intermediate: IS 72

Number of Children Served
Elementary: 340
Intermediate: 60

Project Personnel
3 Teachers (full-time)
2 Guidance Counselors (part-time)
1 Supervisor (part-time)
4 Educational Assistants (full-time)
7 School Aides (full-time)

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To improve reading performance in grades two through six. It is expected that an average gain of one year's growth on each level will occur as measured by the Metropolitan Reading Test of 1972.

To improve mathematics performance in grades three through five. It is expected that an average gain of one year's growth will occur on grades three and five as measured by Mathematics Tests for New York State Elementary Schools.

There will be a one-third reduction for each grade in the number of referrals to the office for behavioral problems.

Project Description

Although financial investment in this Model D has been reduced, effort is still being made to maintain the goals of the program through continuing implementation of many of its special features.

Pupils selected by the guidance counselor and teacher because of special needs, either scholastic and/or personal, work with a "mom" for one and one-half to two hours daily either in a one-to-one or small group situation.

Junior Guidance Classes are organized to allow opportunities for socialization through daily group interaction and discussion, lunch with teacher, and small group instruction. Early dismissal is planned to maintain the climate developed in the classroom without untoward incidents.

Individualized reading remediation is provided by a specialist twice a week for each child. A teacher assigned to the Resource Center assists her colleagues with the creation and production of teaching aids for all curriculum areas.

The Library remains open from 3:00 to 5:00 p.m. daily as a quiet place for homework or research for pupils, staff, parents. The hours of the librarian are arranged accordingly.

Temporary interim placement lasting from a few hours to a few days in a "safety valve" class is resorted to by the supervisor or counselor for the pupil who is not adjusting to regular class routines.

Members of the Research Training and Development Unit are specialists in curriculum development and instructional supervision, and as such, conduct workshops, serve as consultants and prepare and distribute material for staff development.

EXPERIMENTAL ELEMENTARY PROGRAM
(continued)

District Number: 28

Function Numbers: B/E 87-2-8404
SED 14-71-28-1-01

Total Budget: $390,000

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 50

Number of Children Served
Elementary: 877

Project Personnel
1 Assistant Principal (full-time)
11 Teachers (full-time)
1 Guidance Counselor (full-time)
1 Social Worker (full-time)
1 Psychologist (part-time)
1 School Secretary (full-time)
1 Parent Program Assistant (full-time)
7 Educational Assistants (full-time)
15 Educational Assistants (part-time)

Contact Person
Mr. Edward Gibson
70-48 Austin Street
Forest Hills, New York 11375
Telephone Number: 544-2720

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide personnel and services for planning, implementing and administering certain aspects of the District's Quality Incentive Programs.

To provide clerical services for the coordination of the activities of those groups involved in the implementation of Quality Incentive Programs (professional staff, schools, community groups, vendors, Central Board of Education).

Project Description

The District Administrative Budget in this instance is used for the employment of a clerical assistant and for the purchase of expendable supplies and materials used for the dissemination of information to the schools and to the community.

The Supervising Clerk is responsible for the typing and duplicating of proposals, modifications, requisitions and reports; for compiling data for reports, typing, collating and distributing finished copies; and screening and routing telephone calls and mail.

District Number: 29

Function Numbers: B/E 89-2-6451
SED 14-71-29-1-CAB

Total Budget: $9,939

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Supervising Clerk
(full-time)

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-1779

SUMMER DAY ELEMENTARY SCHOOL P.S. 156

Primary Objectives

Eighty per cent of the children attending 85% of the classes will show a minimum of 30% improvement on criterion-referenced tests in reading skill areas in which they were diagnosed as experiencing the greatest deficits.

Eighty per cent of the children attending 85% of the classes will show a minimum of 30% improvement on criterion-referenced tests in the mathematic skill areas in which they were diagnosed as experiencing the greatest need.

Project Description

This project provides remedial reading and mathematics to District 29 pupils who are referred by their home schools. The students are tested at the beginning and end of the program and written reports on their progress are sent to their parents and to their home schools. Classes are held from 9 a.m. to noon, daily, six for remediation in reading and two in mathematics.

Those students who are in reading classes visit the school library, on a regularly scheduled basis, in order to provide additional stimuli to improve their reading skills. All students visit the library where they are encouraged to borrow books to read at home. The librarian conducts activities for classes and small groups and uses multi-media materials to complement the structured aspects of the general program.

College students assist the teachers in planning and preparing materials and, under teacher guidance, work with small groups and individual children.

A General Assistant orients and supervises the staff and is responsible for the administration of the total program.

District Number: 29

Function Number: B/E 89-2-6452
SED 14-71-29-1-02

Project Personnel
1 General Assistant (part-time)
9 Teachers (part-time)
1 School Secretary (part-time)
4 Educational Assistants (part-time)
1 School Aide (part-time)

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-2288

Specific Schools Involved
Elementary: PS 156

Number of Children Served
Elementary: 200

Total Budget: $17,630

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 8/13/71

INSTRUCTIONAL MEDIA CENTER AND YOUNG AUDIENCES

Primary Objectives

It is expected that 100% of the schools shall be serviced by this project; that 100% of the librarians shall utilize the services of the Instructional Media Library; that at least 30% of the staff members in District 29 shall visit the Instructional Media Library; that at least 50% of the material and/or equipment shall be loaned to schools in the district, that at least 50% of school equipment in need of repair shall be repaired by the technician employed in this project; and that at least 30 classes shall visit the Instructional Media Library.

At the conclusion of the Young Audiences concert series it is hoped that the majority of the pupils will have developed a greater appreciation of good music as shown by their willingness to listen to recommended programs of music on radio, television or records.

It is expected that as a result of their participation in the Young Audiences concert series, the pupils will show their understanding and appreciation of the lives and musical contributions of five major composers through the quality of the research reports submitted as follow-up activity.

Project Description

A library teacher is responsible for coordinating and directing the activities of the Instructional Media Library. Both professional staff and pupils visit the library and borrow materials and equipment. The library teacher presents lessons for classes visiting the center and also conducts workshops with staff and parents there. In addition, an audiovisual technician sets up equipment for use at the library, visits schools to make minor repairs on equipment and to assist in planning and setting up exhibits and displays. He also assists in such activities as the making of film, tape recordings and transparencies.

Three hundred pupils in grades three through six in each of five elementary schools attend a series of three live concerts in instrumental and vocal music. They are given orientation prior to the date of the performances, in the form of pre-concert classroom lessons the form of which has been suggested by Young Audiences. These lessons cover the music to be heard, the instruments which will be played and the type of group which will be seen. Also, before the first performance, a questionnaire designed to determine the area and extent of musical interest is filled in by the pupils and, another, similar to the first, at the conclusion of the series. This is helpful not only to the agency but to the school in evaluating the effectiveness of the project and its impact on pupils not previously exposed to classical music.

INSTRUCTIONAL MEDIA CENTER AND YOUNG AUDIENCES
(continued)

District Number: 29

Function Numbers: B/E 89-2-6454
SED 14-71-29-1-05

Total Budget: $39,440

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-2288

Specific Schools Involved
Elementary: PS 13, 15, 33, 34, 35, 36, 37, 38, 52, 95, 116, 118, 132, 134, 135, 136, 138, 147, 156, 176, 181, 195
JHS and/or IS: JHS 59, 109, 192, 231

Number of Children Served
Elementary: 9,112
JHS and/or IS: 1,388

Project Personnel
1 Teacher (full-time)
1 Senior Clerk (full-time)
1 Audio Visual Technician (full-time)
Young Audiences Performers

SUMMER DAY ELEMENTARY SCHOOL AT P.S. 135

Primary Objectives

Eighty per cent of the children attending 85% of the classes will show a minimum of 30% improvement on criterion-referenced tests in reading skill areas in which they were diagnosed as experiencing the greatest deficits.

Eighty per cent of the children attending 85% of the classes will show a minimum of 30% improvement on criterion-referenced tests in the mathematics skill areas in which they were diagnosed as experiencing the greatest need.

Project Description

This project is designed to improve the reading and mathematics skills of District 29 pupils who have been referred by their home schools. Students attend class for three hours every day for six weeks. All pupils are tested at the beginning and end of the program and written reports on their progress are submitted to their parents and to their home schools. Six classes are devoted to remedial reading and two to remedial mathematics.

Educational Assistants work under teacher direction, with small groups and individual children. They also assist the teachers with preparation of materials.

Classes visit the school library, on a regularly scheduled basis where a licensed librarian provides students with additional motivation to improve their reading skills by arousing their interest in a variety of printed materials.

The General Assistant is responsible for all on-site operational aspects of the project. One student aide assists him in registration of students and preparation of materials. He also assists the secretary by performing clerical duties and distributing and collating materials and reports.

District Number: 29

Function Number: B/E 89-2-6456
SED 14-71-29-1-01

Project Personnel
1 General Assistant (part-time)
9 Teachers (part-time)
1 School Secretary (part-time)
4 Educational Assistants (part-time)
1 School Aide (part-time)

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-2288

Specific Schools Involved
Elementary: PS 135

Total Budget: $18,064

Status of Project: Recycled

Beginning Date: 7/16/71

Completion Date: 8/27/71

READING DIAGNOSTIC CENTER

Primary Objectives

By the end of the year, it is expected that at least 45% of the participants will show a minimum of eight months growth in reading based on standardized test scores.

It is anticipated that at least 20% of the pupils enrolled in the program, who are referred to outside agencies for additional help, will report regularly.

At least 40% of the pupils will evidence improved attitude towards reading as a result of participating in this project.

Project Description

All participants attend one of the Reading Diagnostic Centers for diagnostic testing, psychological testing, occasional instruction and conferences. For some of the pupils, attendance at a clinic or agency for treatment is mandated if remedial work is to be effective. It is, therefore, essential for parents to become involved in the goals of the Centers by attending conferences and taking their children to clinics or outside agencies to which referrals have been made.

In each school, the pupil is scheduled for at least two periods of instruction weekly, either in a small group not exceeding ten, or individually. His reading growth is evaluated regularly and an ongoing record maintained by the reading specialist, who is expected to submit periodic written reports to the parent detailing the needs of the individual and his progress.

READING DIAGNOSTIC CENTER
(continued)

District Number: 29

Function Numbers: B/E 89-2-6457
SED 14-71-29-1-03

Total Budget: $290,274

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-1779

Specific Schools Involved
Elementary: PS 15, 33, 34, 35, 37, 38, 131, 132, 135, 138, 147, 156, 176, 181, 195

Number of Children Served
Elementary: 530

Project Personnel
9 Teachers (full-time)
1 School Psychologist (full-time)
1 School Social Worker (full-time)
1 School Psychiatrist (part-time)
1 School Secretary (full-time)
7 Educational Assistants (full-time)
2 Family Assistants (full-time)

LIBRARY ASSISTANTS PROGRAM

Primary Objectives

Thirty per cent of the pupils participating in this project should show an increased knowledge of the use of the school library facilities.

It is expected that a minimum of 40% of the pupils serviced will evidence an interest in reading a greater variety of materials.

It is expected that 50% of the pupils will borrow at least four books from the school library.

Project Description

A regular schedule for class visits to the school library for formal lessons in library skills is a basic facet of this project. The lessons include the following: use of the card catalogues, reference materials, the Dewey Decimal System, and the meaning of cross reference. In schools with small registers, classes can be scheduled for weekly visits. In larger schools frequency of visits is determined by the number of classes. Pupils are permitted to borrow books and to use the library for research purposes when it is not in use for classes.

Another aspect of the project is in the role of the library as a vehicle for developing concepts and expanding interests through the number and variety of books to be explored. This is expected to affect the reading score of at least 25% of the participants.

District Number: 29

Function Numbers: B/E 89-2-6458
SED 14-71-29-1-04

Total Budget: $119,165

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-1779

Specific Schools Involved
Elementary: PS 15, 33, 34, 35, 36, 37, 38, 52, 95, 116, 118, 131, 132, 134, 135, 136, 138, 147, 156, 176, 181, 195
JHS and/or IS: JHS 59, 109, 192, 231

Number of Children Served
Elementary: 8,288
JHS and/or IS: 1,920

Project Personnel
26 Educational Assistants (full-time)

EXPERIMENTAL ELEMENTARY PROGRAM

Primary Objectives

To implement a program of innovative elementary education practices which should have a positive impact on the learning and performance of the urban pupil in deprived areas.

To promote school-community interaction through the participation of parents and staff in the implementation of the program.

To improve the reading level of the participants so that an average gain of one year on each grade level will occur for those pupils who have been in the program for at least one year as measured by the Metropolitan Reading Test of 1972.

Project Description

This Model B program accommodates 900 pupils. Its services are curtailed somewhat as compared to the original pattern because of budgetary adjustment which made the elimination of some positions necessary and the reassignment of both professional and paraprofessional staff mandatory.

The Instructional Resource Center provides individual instruction but now only for 250 pupils. The Center is staffed by one teacher and two educational assistants.

The Junior Guidance class is replaced by a PACE program serving children in grades two through five for one period a day for each grade level. This is basically a "centers of interest" approach for selected students. The centers include shop, art, reading, and science organized in separate cubicles or areas in a special room in the school.

The Research Training and Development Unit makes periodic visits for consultation, assessment and guidance, and frequently recommends techniques and materials for the implementation of the program.

District Number: 29

Function Numbers: B/E 89-2-8402
SED 14-71-29-1-06

Total Budget: $294,177

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Kenneth Gibbons
221-10 Jamaica Avenue
Queens Village, New York 11428
Telephone Number: 740-1779

Specific Schools Involved
Elementary: PS 134

Number of Children Served
Elementary: 900

Project Personnel
2 Assistant Principals (full-time)
5 Teachers (full-time)
2 School Secretaries (full-time)
1 School Secretary (part-time)
25 Educational Assistants (full-time)
1 Parent Program Assistant (full-time)

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

It is expected that the District Coordinator of Urban Education will coordinate and supervise all State funded programs, will assist in the implementation and internal evaluation of all programs; will administer all matters pertaining to these projects; will serve as the representative of the Community Superintendent in all matters pertaining to State Urban Education programs, and will disseminate, within the community and to other educational agencies, information regarding all on-going programs.

Project Description

The coordinator records his observations of visits to all programs as well as reports on school conferences and on committee and community meetings. He meets with principals and project heads for the purpose of assisting in the implementation of the projects. He keeps fiscal records relating to the projects. He also reports, at open school board meetings, on the progress of on-going projects.

District Number: 30

Function Numbers: B/E 93-2-6451
SED 14-71-30-1-CAB

Total Budget: $44,665

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Assistant Principal
(full-time)
1 Coordinator (part-time)
1 School Secretary
(full-time)
1 School Secretary
(part-time)

Contact Person
Mr. Milton Mayefsky
42-15 Crescent Street
Long Island City, New York 11101
Telephone Number: 729-5268

AN INTENSIVE NON-ENGLISH PROGRAM

Primary Objectives

It is expected that, by the end of the school year, at least 70% of the students involved in the English as a Second Language Program will have progressed from the rating of "F" to at least "C," as measured by the New York City Board of Education rating scale on ability to speak English.

Project Description

Students, selected by the coordinator on the basis of their language needs, are taken from their regular classrooms in groups of no more than ten, to work with specially trained teachers and with educational assistants. They meet for approximately 15 minutes each day. Students who display severe language difficulties are assigned, on a small-group or individual basis, to work with the paraprofessionals on their specific language problems. Once a student has progressed to a point where he can function within a regular class without severe difficulty, he is discharged and additional children are accepted into the program.

Wherever possible, parents are involved in periodic conferences at each school. The conferences are devoted mainly to instructing the parents how best to help their children at home with language.

District Number: 30

Function Numbers: B/E 93-2-6453
SED 14-71-30-1-02

Total Budget: $153,424

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Contact Person
Mr. Milton Mayefsky
42-15 Crescent Street
Long Island City, New York 11101
Telephone Number: 729-5268

Specific Schools Involved
Elementary: PS 17, 76, 171
JHS and/or IS: IS 126, JHS 204

Number of Children Served
Elementary: 300
JHS and/or IS: 150

Project Personnel
1 Assistant Principal (full-time)
5 Teachers (full-time)
1 School Secretary (full-time)
5 Educational Assistants (part-time)

MORE INTENSIVE LEARNING EXPERIENCE FOR STUDENTS

Primary Objectives

It is anticipated that as a result of the program, during the course of the year 80% of the involved students will return to their classes with improved attitudes and learning skills, as evidenced by teachers' and guidance counselors' reports and a report card gain of one rating level above that at which the student entered the program.

It is also anticipated that, at the end of the program, 80% of the project participants performing one year or more below grade level in reading and/or mathematics will attain grade level and maintain appropriate grade level in June.

Project Description

The program is designed for pupils who are achieving below potential as evidenced by reading and mathematics retardation. Careful screening and diagnostic testing is employed in order to plan for the curriculum to be individualized to meet the needs of each child. While the return of the student to his regular class is based on the judgment of the project coordinator, principal and teacher, no student remains in the program for more than three months.

Each classroom is self-contained and emphasizes skills in reading and mathematics. The components of the reading instruction include language arts, word attack skills, reading comprehension and library skills. However, because of the nature of the program, the teacher emphasizes the particular skills in which each participant is deficient.

In the elementary school, the children remain in the class for the full day where other academic areas are taught in relation to reading and/or mathematics. In the junior high school, students go with their regular classes during such subjects as music, art, physical education and shop.

High School students, as tutors under teacher supervision, are employed during the school day when the schedule permits.

For motivation all classes take trips to such places of interest as the Children's Museum, Central Park and the Museum of Natural History.

MORE INTENSIVE LEARNING EXPERIENCE FOR STUDENTS
(continued)

District Number: 30

Function Numbers: B/E 93-2-6460
SED 14-71-30-1-03

Total Budget: $326,370

Status of Project: New

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 76, 111, 127, 149, 171
JHS and/or IS: IS 126, 145, JHS 204

Number of Children Served
Elementary: 250
JHS and/or IS: 300

Project Personnel
1 Assistant Principal (full-time)
12 Teachers (full-time
1 School Secretary (full-time)
11 Educational Assistants (part-time)
6 Student Aides (part-time)

Contact Person
Mr. Milton Mayefsky
42-15 Crescent Street
Long Island City, New York 11101
Telephone Number: 392-7615

DISTRICT ADMINISTRATIVE BUDGET

Primary Objectives

To provide efficient, responsible administration of the State Urban Education programs in District 31.

To assist in the writing of proposals for the educationally deprived children residing in the district.

To maintain community participation through regularly held meetings of the Educational Advisory Committee, other interested community organizations and the Parent Teachers' Associations.

Project Description

The District Coordinator, under the direction of the Community Superintendent, is responsible for all of the instructional and administrative details of the programs. One Assistant District Coordinator assists her with the overall supervision and administration of services to be provided under all Urban Education projects. He is responsible for the level and quality of the program implementation and for coordinating the evaluations of the programs. A second Assistant Coordinator assists with administrative details related to budget, personnel and payrolls. He is also responsible for general communications pertaining to staff requirements and for dissemination of program information to parents and community members.

District Number: 31

Function Numbers: B/E 95-2-6451
SED 14-71-31-1-CAB

Total Budget: $45,260

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Location
District Office
(see below)

Project Personnel
1 Coordinator (full-time)
1 Coordinator (part-time)
2 Assistant Coordinators
(part-time)

Contact Person
Mrs. Barbara Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

SUMMER DAY ELEMENTARY SCHOOL P.S. 50

Primary Objectives

To improve the reading level of a selected group of retarded readers by providing an intensive six-week summer reading program.

To provide a varied approach in mathematical activities in order to increase interest and achievement levels of children.

To provide instruction in all areas of language arts (listening, speaking, reading and writing) and have children see their integral relatedness.

Project Description

The students attend school, daily, from 9:00 a.m. to noon. They are given remedial reading instruction including intensive work in the development of word attack and comprehension skills. Instruction is also given in all areas of language arts as they relate to the children's ability to read and their attitude. The students are tested periodically to determine progress and to diagnose weaknesses and strengths.

Highlights of the program, including plays, puppet shows, a school newspaper and assembly programs, make the learning activities more meaningful.

District Number: 31

Function Number: B/E 95-2-6452
SED 14-71-31-1-01

Total Budget: $16,125

Status of Project: Recycled

Beginning Date: 7/6/71

Completion Date: 8/13/71

Specific Schools Involved
Elementary: PS 50

Number of Children Served
Elementary: 240

Project Personnel
1 Teacher-in-Charge (full-time)
1 School Secretary (full-time)
11 Teachers (full-time)
1 Librarian (full-time)
1 Teacher-Aide (full-time)

Contact Person
Mrs. Barbara J. Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

PROJECT CIVIC

Primary Objectives

Given a project coordinator - Institute for Educational Development constructed multiple-choice test covering the information presented at the evening parent meeting 60% of the parents in attendance will achieve a score of 70% or better.

As a result of participating in Project Civic evening parent meetings, 60% of the parents will communicate with a guidance counselor in the school one or more times during the school year.

As a result of participating in Project Civic, 60% of the participating parents will have one or more children seeking vocational/educational guidance from their school counselors.

As a result of participation in the program, 70% of the students will exhibit improved attitudes toward their communications with their parents, peers and professional school staff members and toward their future vocational opportunties, their school and their curriculum, as tested on an attitudinal instrument supplied by the Institute of Educational Development.

Project Description

The students participate in counseling sessions with their parents, peers, guidance counselors and educational assistants. These sessions involve problems related to the students' functioning within the framework of the educational structure, with emphasis on such topics as reading, articulation between schools, aspirations and behavior as related to curriculum and vocation and involvement in social activities.

In addition, a counseling center, at a housing project, is open two hours each week after school hours, with a counselor and a paraprofessional in attendance. Students meet with them voluntarily, when they wish to discuss their problems. They then have follow-up conferences with school counselors which may include interest inventories, aptitude tests and analyses of learning potential and conceptual and motor ability.

An important facet of the program is the outreach phase when tax-levied counselors meet with groups of parents at various sites including homes of students. The counselors are assisted by a group of undergraduate students who are studying at Brooklyn College and doing field work in this program.

PROJECT CIVIC
(continued)

District Number: 31

Function Numbers: B/E 95-2-6453
SED 14-71-31-1-02

Total Budget: $48,205

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
JHS and/or IS: IS 27,51,61
JHS 49

Number of Children Served
JHS and/or IS: 3,846

Project Personnel
4 Guidance Counselors
(part-time)
1 Guidance Supervisor
(full-time)
1 Guidance Supervisor
(part-time)
1 School Secretary
(full-time)
4 Family Assistants
(part-time)

Contact Person
Mrs. Barbara J. Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

FAMILY LIVING INCLUDING SEX EDUCATION

Primary Objectives

Given a project coordinator - Institute for Educational Development-constructed test of skills, knowledges and attitudes mandated for effective education in a family living program, on the basis of a pre-test and post-test, participating teachers will demonstrate a significant increase.

Given a teacher-project coordinator-constructed questionnaire on the identification and labeling of parts of the body, 85% of the participating children will correctly identify 90% of the components.

Given a teacher-project coordinator-constructed pre and post-tests, 85% of the participating children will increase their scores by correctly identifying the role functions of the baker, garbage man, clerk, storekeeper, policeman, fireman, nurse, taxi driver, lawyer and of mother and father.

Project Description

Visual materials and resource personnel supplement the teaching aid used, in the classroom, to present this program. At the pre-kindergarten, first and second grade levels, the children acquire a basic understanding of family membership. Planned trips, within the local community, help them relate human roles and behavior to animals they have studied. At third and fourth grade levels, the children learn more about cooperation as they work together and share with peers. At fifth grade level, the pupils begin to take a more active part in the learning process by preparing charts on nutrition, chromosome development and personal growth. Junior High School students do community research under teacher-guidance. Areas of concern include community facilities, education, and housing. Frequently, students present their findings in panel discussions.

The coordinator who was trained in the dynamics of Family Living Education, conducts workshops for the teachers and orientation sessions for the parents of the participants. General community groups are also informed as to the scope and sequence of the program.

FAMILY LIVING ENCLUDING SEX EDUCATION
(continued)

District Number: 31

Function Numbers: B/E 95-2-6455
SED 14-71-31-1-04

Total Budget: $17,873

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 5, 8, 13, 14, 18, 20, 55, 32, 48, 50, 52, 53
JHS and/or IS: IS 7, 24, 27
JHS 2, 49, 51

Number of Children Served
Elementary: 2,000
JHS and/or IS: 1,200

Project Personnel
1 Teacher - (full-time)
1 Teacher - (part-time)

Contact Person
Mrs. Barbara J. Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

PRE-KINDERGARTEN PROGRAM

Primary Objectives

Given the Boehm Test of Basic Concepts on a pre and post-test basis, the children in this program will demonstrate a significant increase in conceptual development.

Given the Peabody Picture Vocabulary Test on a pre and post-test basis, the participating children will demonstrate a significant increase in language development.

Project Description

A maximum of 15 children per class meet, daily, either from 9:00 a.m. to noon or noon to 3:00 p.m., including one half-hour for lunch. Lunch is considered an integral part of the instructional program where new foods are introduced and good eating habits developed.

The program includes activities and experiences that will allow the children to select and attack appropriate tasks and pursue them to completion. A multimedia approach provides opportunties for the children to satisfy their need for exploration and discovery and to develop, sequentially, ability to listen, to ask questions and to converse with others.

Within the school, interpersonal relationships with peer and adult groups are encouraged, and walking trips in the community are taken in order to enable children to have direct experiences with people, places and things not usually available to them.

Referrals are made for routine medical and dental screening by the Department of Health. Provision is made for follow-up treatment, if need is indicated. A Family Assistant, under teacher supervision, acts as liaison between family, public agencies and the school.

PRE-KINDERGARTEN PROGRAM
(continued)

District Number: 31

Function Number: B/E 95-2-6456
SED 14-71-31-1-05

Total Budget: $175,898

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 14, 16, 20, 44

Number of Children Served
Pre-Kindergarten: 150

Project Personnel
6 Teachers (full-time)
1 Typist (part-time)
4 Family Assistants (full-time)
6 Educational Assistants (full-time)

Contact Person
Mrs. Barbara J. Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

MATHEMATICS LABORATORIES

Primary Objectives

Given a project coordinator-Institute for Educational Development constructed numerical concept inventory, on a pre and post-test basis, a random selection of ten per cent of the participating kindergarten students will demonstrate a significant increase in conceptual growth.

Given the appropriate levels of the number concepts section of the Analysis of Learning Potential Test, a random selection of the participants of grades one through nine will demonstrate significant development in numerical concepts.

Given an Institute for Educational Development constructed attitude test on mathematics, of a random sample selection of 300 4th to 9th grade participants, 200 will achieve a score of 75% or better.

Project Description

Classes are regularly scheduled for one or two hours per week of instruction in the mathematics laboratory with the laboratory specialist and the classroom teacher. There the students participate in sequential programs designed to meet their needs as ascertained by diagnostic testing. They work independently and/or in small groups.

In schools in which there is no room for a mathematics laboratory, the specialist visits classrooms on a regular schedule. Laboratory materials are transported via a cart provided for each floor.

In situations where there is a classroom teacher who is oriented to a mathematics laboratory approach, a laboratory is part of the self-contained classroom. Materials can be drawn from a mathematics-science center in the school and thus provide for integration of learnings.

District Number: 31

Function Numbers: B/E 95-2-6457
SED 14-71-31-1-07

Total Budget: $36,556

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Elementary: PS 1, 4, 12, 39, 46, 52
JHS and/or IS: IS 51, JHS 2

Number of Children Served
Elementary: 2,000
JHS and/or IS: 2,100

Project Personnel
1 Teacher (full-time)
1 Typist (part-time)

Contact Person
Mrs. Barbara Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

ENRICHED MUSIC PROGRAM

Primary Objectives

Seventy-five per cent of the students completing one half or more of the total 30-minute sessions will achieve a score of 65% or better on each subskill of a project coordinator-Institute of Educational Development-constructed music inventory.

Student achievement will be analyzed in the areas of reading and interpreting rhythmic notation, reading and interpreting meter signs and playing, at sight, a piece constructed with notes from A below middle C to E above middle C with quarter and half-note values.

Project Description

Participating pupils, from kindergarten through sixth grade, are selected on the basis of their interest in music. They receive instruction in groups of eight to 12, at least twice each week. The teachers, who have musical background and experience, instruct the pupils in approximately 30 to 45 minute sessions, utilizing the electronic piano laboratory. They plan and organize recitals in which the pupils perform and supplement the music instruction with related activities in other curriculum areas.

District Number: 31

Function Numbers: B/E 95-2-6461
SED 14-71-33-1-03

Total Budget: $36,336

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Number of Schools Involved
Elementary: PS 1, 16, 18, 44

Number of Children Served
Elementary: 550

Project Personnel
2 Teachers (full-time)
1 Clerk/Typist (part-time)

Contact Person
Mrs. Barbara Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

READING LABORATORY

Primary Objectives

Given the appropriate levels of the Metropolitan Achievement Test in Reading, on a pretest-posttest basis, participating students will show a significant increase in reading achievement level.

As a result of Tachistoscope Training, 75% of the participating children will possess the ability to retain visual images of verbal and non-verbal material at rates of 1/100th of a second.

Given a pretest-posttest Controlled Reader examination, participating students will demonstrate a significant increase in reading rate, comprehension, word attack and limited regression tendencies.

At least 40% of the participants will read one to three books within a six-month period, as indicated by a teacher-report.

Project Description

This program furnishes a unique method and setting in corrective reading by its employment of multi-media and multi-sensory equipment and techniques. It is comprised of cycles of instruction which introduce and reinforce learning through a carefully planned sequence of activities. A cycle consists of four parts, each of which contributes to the development of specific skills, abilities or concepts. After participation in three cycles, all of the words, skills and concepts taught, are applied by the student during independent reading and application activities in the fourth part of the cycle.

Participants are selected on the basis of educational deprivation and reading retardation of at least one year. The children meet either twice or three times weekly for 45-minute sessions. The instruction is given in small groups or individualized.

Educational Development Laboratories staff trains the reading teacher who in turn, trains the educational assistant in the use of the equipment and materials.

READING LABORATORY
(continued)

District Number: 31

Function Numbers: B/E 95-2-6462
SED 14-71-31-1-06

Total Budget: $48,132

Status of Project: New

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Intermediate: IS 61

Number of Children Served
Intermediate: 150

Project Personnel
1 Teacher (full-time)
1 Educational Assistant (full-time)

Contact Person
Mrs. Barbara Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

CLUSTER TEAM #61

Primary Objectives

Given the Metropolitan Arithmetic Test, Intermediate and Advanced Levels on a pre and post test basis, 80% of participating children will increase in computation and concept skills.

Given the Metropolitan Reading Test, Intermediate and Advanced Levels on a pre and post test basis, 80% of participating children will grow in reading comprehension.

Given a cluster organization program, participating children will demonstrate a significant increase in attendance when compared to a random selection of non-participants.

Given a project coordinator-Institute for Educational Development constructed test on managerial skills, role and knowledge of children's learning on a pre and post test basis, participating paraprofessionals will achieve a significantly higher score.

Project Description

The participants, students with a reading achievement span of from two to six years, are placed in clusters of homeroom classes which are organized without regard to achievement level. Students are assigned to classes in foreign languages, fine arts, practical arts, health education, music and co-curricular activities only in accordance with their interests and/or homeroom placement. They are placed in their other subject class in keeping with their measured achievement or demonstrated potential. Class placement is flexible.

In addition to regular class instruction, the students engage in inter-class activities, independent studies and large and small-group lessons and seminars, as a result of the team approach and the support of educational assistants in classrooms and resource centers.

A coordinator trains and leads the cluster-advisors in the cluster approach. Each advisor is assigned as head of a cluster of three to five classes for which he has the responsibility of such facets of the program as arranging pupil programs in keeping with individual needs; assisting students and their parents with matters of school adjustment; and promoting sound interpersonal and group relations within the cluster. He is assisted by educational assistants in order to provide for small group activities.

CLUSTER TEAM #61
(continued)

Among the responsibilities of the team leader are the conducting of team conferences with the participating teachers; serving as master teachers in some large-group situations; and supervising paraprofessionals and student teachers.

All professional and paraprofessional participants receive training under a program funded from another source.

District Number: 31

Specific Schools Involved
Intermediate: IS 61

Function Numbers: B/E 95-2-6463
SED 14-71-31-1-08

Number of Children Served
Intermediate: 240

Total Budget: $90,867

Project Personnel
1 Teacher (full-time)
10 Teachers (part-time)
5 Educational Assistants (full-time)

Status of Project: New

Beginning Date: 9/12/71

Completion Date: 6/30/72

Contact Person
Mrs. Barbara Maginley
211 Daniel Low Terrace
Staten Island, New York 10301
Telephone Number: 447-7950

SOCIAL GROUP WORK WITH SCHOOL ABSENTEES

Primary Objectives

As a group, participants will show improved attendance, as indicated by comparing attendance records throughout the program with their attendance records before the program started.

As measured by a program coordinator - Institute for Educational Development constructed instruments, the participants will exhibit improvement in self-concept, in attitudes toward adults and adult roles and toward school. These instruments will be administered as pre-tests and post-tests.

Project Description

Pupils, who are not responsive to available school and casework approaches, are selected, for this program, by the teachers and the supervisor of guidance. The students meet with the attendance teacher, in small groups, once or twice each week on a regularly scheduled basis. During these sessions, the participants discuss their attitudes toward class work, teachers, school administration, parents, community influence, peer relations and their own social roles in a group setting. The sessions are taped and, after school, are reviewed and recommendations are made in consultation with a psychologist.

District Number: 31

Function Numbers: B/E 95-2-6464
SED 14-71-31-1-09

Total Budget: $ 6,120

Status of Project: New

Contact Person
Mrs. Barbara Maginley
211 Daniel Low Terrace
Staten Island, New York 10301

Specific Schools Involved
JHS and/or IS: JHS 2, 49

Number of Children Served
JHS and/or IS: 45

Beginning Date: 1/1/71

Completion Date: 6/30/72

Project Personnel
2 Teachers (part-time)
1 Supervisor (part-time)
1 Stenographer (part-time)

READINESS PROGRAM FOR DISADVANTAGED PRESCHOOL CHILDREN WITH EXCEPTIONAL LEARNING DISABILITIES

Primary Objectives

The early identification and diagnosis of pre-school children with exceptional learning disabilities.

The improvement of students in various measures of cognitive, social and psycho-motor skills.

The development of curriculum and materials which contribute to the efficiency and effectiveness of the program.

At least 25% of the children will gain acceptance into an appropriate educational facility.

Eighty per cent of the students will demonstrate a 30% improvement with respect to adjustment to home environment.

Project Description

This program is designed to identify pre-school children with exceptional learning disabilities and provide them with basic readiness for school programs in conjunction with diagnostic and clinical services in participating hospitals and treatment centers.

The objectives for each child are determined by the medical and educational tests and evaluations. An individualized program is then structured on a daily and/or weekly basis. The areas covered are the development, ability to gain independence as well as specific instruction for diagnosed deficits.

Full staff conferences are held the last Friday afternoon of each month and staff conferences at each center on a regular basis. The full staff conference is devoted to the improvement of instruction, expansion of knowledge, the pooling of techniques and the demonstration of specialized equipment. The weekly conferences are held for case study, prescriptive teaching and reevaluation.

Materials, books and educational toys are available for home use.

Assistance with family problems affecting the child is provided with the social worker and family assistant. Guidance is also given to aid families in adjusting to the problems of living with a young child with severe learning disabilities.

READINESS PROGRAM FOR DISADVANTAGED PRESCHOOL CHILDREN WITH EXCEPTIONAL LEARNING DISABILITIES

District Number: Special Education

Function Numbers: B/E 17-05-404
SED 14-71-34-1-01

Total Budget: $20,669

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Project Personnel
1 Supervisor (full-time)
1 Guidance Counselor (full-time)
12 Teachers (full-time)
1 School Secretary (full-time)
3 Family Assistants (full-time)
9 Educational Assistants (full-time)

Contact Person
Mrs. Laura Shapiro
Room 313D
131 Livingston Street
Brooklyn, New York 11201
Telephone Number: 643-9623

Specific Schools Involved
Elementary: PS 171M, 298K

Number of Children Served
Babies Hospital
238 Fort Washington Avenue
New York, New York 10016

Bellevue Nursery
27 Street and 1 Avenue
New York, New York 10016

Montefiore Hospital
111 East 210 Street
Bronx, New York 10467

Carey Gardens Day Care Center
2964 West 23 Street
Brooklyn, New York 11224

Kings County Hospital
"J" Building, Room 302
451 Clarkson Avenue
Brooklyn, New York 11203

City Hospital at Elmhurst
79-01 Broadway
Elmhurst, New York 11373

Moravian Church
1657 Victory Boulevard
Staten Island, New York 10314

INSERVICE PROFESSIONAL DEVELOPMENT THROUGH GUIDED SELF-ANALYSIS

Primary Objectives

To sharpen the teacher's effectiveness in terms of such specific skills as questioning techniques, response techniques, and other teaching strategems.

To develop greater pupil participation and more responsive participation.

To develop techniques in teaching.

To encourage a greater amount of pupil talk as a result of changed teacher-pupil interaction.

Project Description

A field coordinator and an assistant coordinator operating out of the Office of High Schools hold five two-hour orientation workshops for 21 teacher trainers in the program. Their responsibilities also include: acquainting the schools and community with the program; preparing and duplicating master video tapes for purposes of sharing insights and experiences; expediting delivery of equipment and software; visiting the schools to address faculty conferences; supervising operations; assisting in the field testing of materials newly developed for specific high school needs.

The teacher trainers (tax-levy), one in each school, train 15 new teachers. Training activities include a video-taped performance of teaching by the teacher trainer, analyzing the performance in orientation workshops for participants, training participants in the use of hardware and software. Discussions of various teaching techniques and problems are also held such as, questioning, response, teacher-talk, teacher-pupil-talk, experience referents, raising intellectual level of pupils, practice coding and developing insights.

Eight tapings of the teaching performance of each teacher is made during the year. As soon after taping as possible, the teacher views the tape and analyzes his performance in terms of one of the schedules; e.g., questioning. Corrective action is then taken and another taping made.

INSERVICE PROFESSIONAL DEVELOPMENT THROUGH GUIDED SELF-ANALYSIS
(continued)

District Number: High Schools

Function Numbers: B/E 17-05415
SED 14-71-33-1-17

Total Budget: $52,177

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Specific Schools Involved
High Schools: De Witt Clinton, Evander Childs, James Monroe, Morris, Walton, Benjamin Franklin, Charles Evans Hughes, George Washington, Haaren, Brandeis, Seward Park, Jackson, Washington Irving, Boys, Bushwick, Eastern District, Franklin K. Lane, George Wingate, John Jay, Prospect Heights, Thomas Jefferson

Number of Children Served
High Schools: 9,450

Number of Teachers Served
High Schools: 336

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

Project Personnel
1 Coordinator (full-time)
1 Assistant Coordinator (full-time)

CHINATOWN ENGLISH LANGUAGE CENTER

Primary Objectives

At the end of three months, 80% of the students will be able to distinguish and write the 26 letters of the English alphabet, 50% of the students will distinguish the ten basic English phonemes and three basic English stress and intonation patterns, and 50% of the advance students will memorize at least ten dialogues of four or more sentences and will use the desired sentence patterns in free conversation.

At the end of three months, ten per cent of the students will advance to the next higher level of learning English structure patterns, reading and writing as sequenced in the Lado English Series.

At the end of three months, 100% of the students will describe in their native language a minimum of 50% of the citizenship requirements as listed by the Immigration and Naturalization Service.

At the end of three months, as a result of inservice training, instructional staff will demonstrate their effective use of diagnostic profiles and other forms providing for the record of student progress in the four basic skill areas of listening, speaking, reading and writing.

Project Description

Participants receive two hours of instruction any time each day between 9:00 a.m. to noon or 6:00 p.m. to 10:00 p.m., one hour of English Language instruction and one hour of language laboratory instruction.

Teachers are assisted by bilingual educational assistants to provide individual and small group assistance to 15 or 20 participants. The educational assistants aid the teacher in language emphasis drill and conduct Chinese language group discussions related to the learning of English communication skills and knowledge of regulations for naturalization and citizenship. Instruction also includes preparation of students for the High School Equivalency Examination.

Participants are recruited by former participants in the program, local community organizations, and a concerted publicity drive in the local Chinese newspaper.

Selection is based on inability to speak or understand English resulting in severe unemployment and social dislocation.

The number of sessions required depend upon the particular needs of the participants and they are discharged after achieving competency in English.

CHINATOWN ENGLISH LANGUAGE CENTER
(continued)

District Number: High Schools

Function Numbers: B/E 17-05433
SED 14-71-33-1-19

Total Budget: $59,736

Status of Project: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Number of Children Served
High Schools: 600

Project Personnel
1 Coordinator (full-time)
6 Teachers (part-time)
4 Educational Assistants (part-time)

Location of Project
Chinatown English Language Center
62 Mott Street
New York, New York 10013

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

ADMINISTRATIVE BUDGET FOR HIGH SCHOOLS

Primary Objectives

The development and preparation of meaningful programs; coordination and supervision of the programs; preparation of necessary modifications; and the monitoring of ongoing operations of the programs.

The preparation of evaluations and assisting outside evaluative agencies in their work.

Serving as liaison between the Board of Education, the high schools, parent and community groups.

Project Description

The State Urban Education and the Title I Administrative budgets are combined to form the administrative unit for the State and Federally funded projects for the New York City High Schools.

Under the supervision of a coordinator (funded by Title I) and with the assistance of two assistant coordinators programs are planned and developed to meet the educational needs of the economically deprived and academically retarded students attending the 27 vocational and 65 academic high schools. The administrative unit assists schools with hiring staff, purchasing equipment and supplies, payment of personnel, interpreting guidelines and dissemination of information about programs and funding.

The administrative unit also assists the Bureau of Educational Research and outside evaluative agencies in drafting appropriate evaluation designs. Further, assistance is given to project coordinators in their ongoing evaluations.

The administrative unit operates on an annual basis (July-June) to insure efficient operation of the high school programs.

District Number: High Schools

Function Numbers: B/E 17-05451
SED 14-71-33-1-CAB

Total Budget: $56,834

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Location
Room 623
110 Livingston Street

Project Personnel
2 Assistant Coordinators (full-time)
1 School Secretary (full-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

AUXILIARY SERVICES FOR HIGH SCHOOLS

Primary Objectives

All students whose exit interviews are forwarded to Auxiliary Services during the funding year will be contacted.

Seventy per cent of the clients recruited will participate in one of the following: counseling, job referral and placement, testing, tutoring in math or reading, High School Equivalency preparation, English as a Second Language, educational counseling, and vocational upgrading.

All clients participating in the job placement program will be given the opportunity to advance upward on a career ladder as indicated by a change in job status or salary.

One-third of all new clients, who at entrance to the program are unemployed, will be gainfully employed.

Fifty per cent of the clients in the remedial reading program will increase their reading grade level by two months for every month they are in the program as measured by the Metropolitan Reading Test.

Fifty per cent of the clients in the remedial arithmetic program will increase their mathematics grade level by two months for every month they are in the program as measured by the New York State Arithmetic Computation Test.

Fifty per cent of those clients taking the High School Equivalency examination will pass.

Sixty-five per cent of those clients who enroll in the typing classes will know 95% of the keyboard and type a minimum of 15 words per minute after two months.

Twenty-five per cent of those clients who have some typing skills, will be able to type a minimum of 30 words per minute after two months.

Fifty per cent of the non-English speakers will improve two levels on a modified version of the Experimental Scale for Rating Pupils' Ability to Speak English.

Fifty per cent of the clients will show a positive change in attitude as measured by an attitude survey.

A minimum of 1,600 clients will be placed in gainful employment during the 12-month period.

Project Description

At least one center has been established in each borough to aid the potential and actual high school drop-out bridge the gap between school and the world of work or to seek another chance at furthering his education.

The entrant to a center is interviewed by a guidance counselor who assesses his present situation, explains the goals and options provided by the program and aids the entrant in forming appropriate plans.

The counselor refers the youth to the placement counselor if immediate employment is indicated. The placement counselor checks his job listing, which he has compiled during the day, with the qualifications and experience of the youngster.

If the client does not meet the necessary qualifications for the job he is seeking or if he wishes to further his education he is referred to appropriate classes or tutoring.

Tutoring in basic mathematics and reading skills is offered on a one-to-one basis or in small groups.

Small group classes are also offered in various subjects preparatory to High School Equivalency examination, English as a second language and vocational areas such as typing.

The emphasis in all the aid afforded the client is a personal tailor-made program to suit the individual's needs. This is achieved through the use of paraprofessionals and small group instruction.

Although the centers are open in the evenings many students are recruited by the day staff based upon the withdrawal forms for school leavers, inquiries of community agencies and referrals from the Bureau of Attendance. Besides recruitment, the day staff seeks out job opportunities and information from colleges and schools at which the youngsters might further their education.

AUXILIARY SERVICES FOR HIGH SCHOOLS
(continued)

District Number: High Schools

Total Budget: $1,508,042

Function Numbers: B/E 17-05452
SED 14-71-33-1-02

Beginning Date: 7/1/71

Completion Date: 6/30/72

Locations of Project
JHS 10Q, Julia Richman, Curtis,
Frances Parkman, New Dorp,
Maxwell Vocational, Brandeis,
Hillcrest Annex,
Prospect Heights,
William Howard Taft

Number of Children Served
High Schools: 6,000

Status of Project: Recycled

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

Project Personnel
1 Project Coordinator (full-time)
1 Assistant Project Coordinator (full-time)
4 Guidance Counselors (full-time)
11 Teachers (full-time)
8 Teachers-In-Charge (part-time)
28 Guidance Counselors (part-time)
74 Teachers (part-time)
2 School Secretaries (part-time)
8 School Secretaries (part-time)
30 Educational Assistants (part-time)
40 Teacher Aides (part-time)
35 Student Aides (part-time)

DE WITT ZOOLOGICAL PROJECT

Primary Objectives

Retention of potential dropouts until graduation as compared with a matched group of potential dropouts not in the program.

Improvement of school achievement of potential dropouts as shown by a ten per cent increase in grades of 60% of the students in science, mathematics and English.

The encouragement of potential dropouts to pursue either specialized vocations or higher education in animal ecology and husbandry.

The encouragement of better school attendance for potential dropouts.

Project Description

Potential high school dropouts are selected by the guidance counselors on the basis of truancy, academic difficulties and low socio-economic status.

The students are programmed in regular classes with other high school students in addition to which they are exposed to a new type of zoological curriculum developed specifically to interest, motivate and hold them in school and to offer them the opportunity of acquiring skills which enable them to find employment in their field of interest during the school year and upon graduation.

All students in the program are required to take general science and biology.

The special course of study for tenth graders is one class in animal care which is conducted one period a day, five days a week.

The 11th graders have a special course of study that consists of one period a day of classroom instruction in animal care and one period of laboratory work.

The seniors have two periods of individual project work in animal care every day in school in the afternoon. They also spend three hours a day at work in paid employment at the Bronx Zoo or hospital laboratories around the city.

Every afternoon, after school, from two to three hours a day, students are provided with the following services: remedial help in the acquisition of basic skills; tutoring in biology and reading; individual and group guidance of a personal, educational and vocational nature, practical work in the classroom and in a specially designed animal room where live animals, birds and fish are kept and studied.

DE WITT ZOOLOGICAL PROJECT
(continued)

Students work on individual projects and special library materials are provided.

Graduates of the program receive placement services.

Ten trips are made to places such as, the Catskill Game Farm or the Museum of Natural History. for the following reasons: to teach the students through actual observation how fish live and reproduce; ecology and conversation; lessons in setting up a game farm; putting conservation into practice; treatment, care and preservation of wild life.

Further, at the request of nearby elementary schools, students in the program visit these schools to talk to classes about the animals, birds and fish they study and care for.

The program actually operates from September to June although maintenance of the animals during the summer has to be done.

Specific Schools Involved
High School: De Witt Clinton

Function Numbers: B/E 17-05453
SED 14-71-33-1-03

Project Personnel
Summer 1971
1 Laboratory Specialist (part-time)

School Year 1971-72
2 Teachers (full-time)
4 Teachers (part-time)
1 Guidance Counselor (part-time)
1 Laboratory Specialist (full-time)
1 Laboratory Specialist (part-
1 School Secretary (part-time)
40 Student Aides (part-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

District Number: High Schools

Total Budget: $162,225

Number of Children Served
High Schools: 250

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

HIGH SCHOOL REDIRECTION
(Summer)

Primary Objectives

It is expected that at least 80% of participating students will make progress toward their high school diploma that will result in acquisition of high school credits for at least 75% of their subjects.

It is expected that at least 80% of participating students will have average attendance equal to the average attendance of other students in either vocational high schools or other vocationally oriented programs as determined by examination of attendance records.

It is expected that the program will enable at least 80% of participating students to obtain at least average ratings of work performance from work component supervisors.

It is expected that the program will enable at least 80% of participating students to develop more favorable attitudes toward the educated process as determined through the use of an attitude survev.

Project Description

During the summer this work-study program attempts to redirect 240 potential dropouts and to assist them in developing an educational-vocational plan to continue full time until graduation or to enter the labor market at the highest possible level.

The students are selected by the guidance counselors from referrals made by counselors from the sending schools. The criteria for selection include potentiality of being high school dropouts, 16 years old, parental consent, voluntary student consent and physically meet requirements for the work-experience component.

Students work or attend school on an alternate-week basis.

Academic study includes areas such as: English, social sciences, journalism, mathematics, science and an introduction to Black and Puerto Rican history. Besides the academic study, skills training is provided in typing, clerical practice and industrial shops.

Students are placed through the cooperative efforts of the New York City Department of Personnel in city agencies or through the efforts of the program's job developer in jobs in private industry.

Field trips to colleges, industries, theaters and museums are conducted to expand classroom study and to give the students information and experiences on which they may base their choices of higher education or employment.

HIGH SCHOOL REDIRECTION
(Summer)
(continued)

Intensive group counseling and individual counseling in educational, personal and vocational guidance are available to the students.

Community and parental involvement in the program is fostered through the efforts of the social worker and parent program assistants.

District Number: High Schools

Function Numbers: B/E 17-05455S
SED 14-71-33-1-05

Total Budget: $96,010

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 8/31/71

Location of Project
Williamsburg Adult Training Center
35 Arion Place
Brooklyn, New York 11206

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

Specific Schools Involved
High Schools: Eastern District, Boys, Bushwick, Thomas Jefferson, John Jay, Franklin K. Lane, Andrew Jackson, Woodrow Wilson

Number of Children Served
High Schools: 240

Project Personnel
1 Coordinator (full-time)
1 Assistant Coordinator (full-time)
1 Subject Supervisor (full-time)
1 Job Field Supervisor (full-time)
9 Teachers (full-time)
1 Job Developer (full-time)
3 Guidance Counselors (full-time)
1 School Social Worker (full-time)
1 Personnel Examiner (full-time)
1 Human Resource Specialist (full-time)
4 Parent Program Assistants (full-time)
2 School Secretaries (full-time)
1 Senior Stenographer (full-time)
1 Clerk-Typist (full-time)
4 Student Aides (full-time)

HIGH SCHOOL REDIRECTION
(Fall)

Primary Objectives

It is expected that at least 80% of participating students will make progress toward their high school diploma that will result in acquisition of high school credits for at least 75% of their subjects as determined by examination of the records.

It is expected that at least 80% of participating students will have average attendance at least equal to the average attendance of other students in the sending high schools as determined by examination of both sending high school and Redirection attendance records.

It is expected that at least 80% of participating students will make significant improvement in academic achievement as measured by an achievement test.

It is expected that the program will enable at least 80% of participating students to obtain at least average ratings of work performance from work component supervisors.

Project Description

Potential dropouts are encouraged to develop an educational-vocational plan and to continue in school until graduation by attending school and working alternate weeks. Students are placed in jobs in city agencies through the cooperative efforts of the New York City Department of Personnel or in private industry through the efforts of the program personnel.

The school week consists of study in the areas of English, introduction to journalism, speech, theatre, movie-making, Spanish, social science, introduction to Black and Puerto Rican history, mathematics, science, office skills training, stenography and industrial shop. Various remedial reading methods are used such as the Initial Teaching Alphabet, programmed instruction and individual and small group instruction. A preparatory course leading to a high school equivalency diploma is offered to those students that are older, less interested in fulfilling predetermined school requirements and/or facing early termination of their school career because of health or family problems.

Counselors meet with students daily in small group sessions during the student's school week. In these sessions, students and counselors present problems relating to educational, vocational, familial and personal planning for exploration and resolution. Academic credit is earned for the counseling work component.

HIGH SCHOOL REDIRECTION
(Fall)
(continued)

Field trips are also provided for the students to such places as colleges, industrial plants and cultural centers.

Liaison with student activity in the sending high school is also maintained.

District Number: High Schools

Function Numbers: B/E 17-05455F
SED 14-71-33-1-16

Total Budget: $396,624

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Number of Children Served
High Schools: 240

Project Personnel
1 Coordinator (full-time)
1 Assistant Coordinator (full-time)
1 Subject Supervisor (full-time)
2 Teachers (full-time)
8 Student Aides (full-time)
4 Parent Program Assistants (full-time)
1 Supervisor (full-time)
3 Guidance Counselors (full-time)
2 School Secretaries (full-time)
1 Typist (full-time)
1 Personnel Examiner (full-time)

Specific Schools Involved
High Schools: Boys, Eastern District,
Bushwick, John Jay,
Franklin K. Lane,
Thomas Jefferson

Off-Site Location
Williamsburg Adult Training Center
35 Arion Place
Brooklyn, New York 11206

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

LANGSTON HUGHES HIGH SCHOOL LIBRARY CENTER FOR HOMEWORK HELPERS

Primary Objectives

Improvement of skills above the respective rates of growth for tutees in areas of social studies, science, English, mathematics and other secondary school subjects so that participants who have a failure rate in these subject areas in excess of 90% will have their grades improved by 10 to 15%.

Improvement of study skills and work habits in the preparation of homework assignments.

Improvement of attitudes toward schools and school-related activities of both classes of participants, tutees and tutors.

Project Description

The project provides for individual tutorial sessions in a library setting during the summer and school year.

The tutorial services are offered twice a week on alternate days from Monday to Thursday.

Tutorial activities include help with homework, development of independent work habits and study skills, and specialized tutoring in subject matter areas such as foreign language, algebra, social studies and English.

The library setting is capitalized upon in providing books and materials for study and research as well as the teaching and using of library skills.

The tutors, high school seniors and juniors from the same schools as the tutees,are supervised and trained by a licensed teacher.

An orientation and planning session is conducted by the teacher for the tutors during the first two days of the summer session and the first week of the school-year session. On-going training is given the tutors on Fridays during the school year.

One Friday a month the teacher attends staff conferences with the central program coordinator of the Homework Helper Program.

LANGSTON HUGHES HIGH SCHOOL LIBRARY CENTER FOR HOMEWORK HELPERS
(continued)

District Number: High Schools

Function Numbers: B/E 17-05456
SED 14-71-33-1-01

Specific Schools Involved
High Schools: Flushing, Newtown

Number of Children Served
High Schools: 315

Project Personnel
Summer 1971
1 Teacher (part-time)
2 Educational Assistants (part-time)
15 Student Aides (part-time)

Total Budget: $71,156

Status of Project: Recycled

Beginning Date: 7/6/71

Completion Date: 6/30/72

Project Personnel
School Year 1971-72
1 Teacher (part-time)
2 Educational Assistants (part-time)
15 Student Aides (part-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

IMPROVING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE

Primary Objectives

In the area of speaking, it is expected that upon conclusion of the program, the participants who have been in the program one full school year will be rated one letter value higher and those in the program two full school years will be rated two letter values higher on the Puerto Rican Scales "A" or "B".

In the area of reading, it is expected that upon conclusion of the program, the participants who have been in the program one full vear will score 10 to 20 months higher on a standardized reading test than they scored initially. Also, upon conclusion of the program, 80% of participants who have been in the program two full school years will be able to read at a functional level that will enable them to move into the mainstream of school life as rated by teachers on a Reading Rating Scale to be developed for this program.

In the area of writing, it is expected that upon conclusion of the program, the participants who have been in the program one full school year will be able to write at a level functionally acceptable in terms of teacher rating and in terms of criteria scores established on the special instrument designed for measuring this program. Program participants who have been in the program two full school years will be able to write at a level comparable to non-ESL students.

In the area of personal and social development, it is expected that upon conclusion of the program, student participants will exhibit a group-mean significant reduction in anxiety between initial and final administration of the bilingual version of the manifest Anxiety Scale for Children and the Sarason Test Anxiety Scale.

Project Description

Five small classes per teacher meet daily for instruction in English as a second language. The oral-aural approach, pattern-practice drills, teaching dialogues and special techniques are the means of instruction.

Non-instructional time is devoted to the preparation of lessons and materials, interviews and individual work with students and discussion with students' other teachers pertaining to items relative to the program.

On-the-job training is carried on by a teacher-training team under the direction of an assistant principal at headquarters. The teacher trainer holds demonstration lessons and workshops.

IMPROVING THE TEACHING OF ENGLISH AS A SECOND LANGUAGE
(continued)

Although the highest priority is given to the new and inexperienced teachers, the training is available for all teachers, even those not funded through this program.

District Number: High Schools

Function Numbers: B/E 17-05459
SED 14-71-33-1-06

Specific Schools Involved
High Schools: Jane Addams Vocational
Westinghouse Vocational
Maxwell Vocational
East New York Vocational
Alexander Hamilton Vocational
Clara Barton Vocational
Christopher Columbus,
Walton, George Washington,
Seward Park, Haaren,
William Grady Vocational,
Julia Richman, Brandeis,
Washington Irving,
Benjamin Franklin,
Charles Evans Hughes,
Franklin D. Roosevelt,
George Wingate, John Jay,
Franklin K. Lane,
Grover Cleveland,
John Bowne, James Monroe,
DeWitt Clinton, Newtown,
William Howard Taft,
Adlai E. Stevenson,
Eastern District,
Samuel J. Tilden,
Thomas Jefferson, Flushing,
Prospect Heights,
Lafayette, New Utrecht

Total Budget: $497,648

Number of Children Served
High Schools: 6,500

Status of Proposal: Recycled

Beginning Date: 9/1/71

Completion Date: 6/30/72

Project Personnel
1 Assistant Principal (full-time)
3 Teacher Trainers (full-time)
65 Teachers (full-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

ATTENDANCE TASK FORCE FOR THE IMPROVEMENT OF HIGH SCHOOL ATTENDANCE

Primary Objectives

Thirty-five per cent more parents will be notified, in a two-day period, of the absence of their children.

A 25% increase in parent response either by telephone, school visit or note, to the program's diversified parent notification method over the former level of parent response.

Forty-five per cent of the absentees served on the short-term contact basis will show a 15% improvement in their school attendance as of their last contact with the attendance teacher, with such contacts not to exceed four times.

Thirty-five per cent of the absentees to be served on a continuing contact basis will show a 10% improvement in their school attendance, from the fifth contact forward.

Forty per cent of the absentees to be served on a group counseling basis will show a 10% improvement, from the second group contact forward.

Participating parents and 45% of the absentee students will become involved with 20% more community agencies other than only the Department of Social Services or the Department of Probation of the Family Court.

Project Description

Each official teacher has a pre-typed card for every child on the class register. These pre-typed cards contain pre-printed spaces covering every day in a school year. As attendance is taken each day, the official teacher sends the card of each absentee to one central location in the school where they are reviewed to determine the type of parent contact to be initiated. Where there has been no response to initial correspondence, a specially designed letter is sent inviting the parent to call or to visit the attendance teacher. The objective is the development of the most effective method of not only disseminating information to parents but also of stimulating parent response to either call or visit a specific person in school.

Posters, both stimulating and relevant to the student population are placed in strategic areas of the school and community.

There is a service module in the program staffed by attendance teachers and paraprofessionals whose major function is personalized direct services with parents and children to help reduce or resolve the problems which are causing non-attendance. Community agencies are called upon to assist students and parents in the resolution of specific debilitating problems. In addition, there is a program of feed-back to appropriate school personnel in regard to individual children as well as general observations of children and parents.

ATTENDANCE TASK FORCE FOR THE IMPROVEMENT OF HIGH SCHOOL ATTENDANCE
(continued)

District Number: High Schools

Function Numbers: 17-05460
14-71-33-1-12

Specific Schools Involved
High Schools: George Washington
Thomas Jefferson

Number of Children Served
High Schools: 36,000

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

Total Budget: $431,386

Status of Proposal: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Project Personnel
1 District Supervising Attendance Officer (full-time)
4 Attendance Teachers (full-time)
1 Family Worker (full-time)
6 School Neighborhood Workers (full-time)
1 Stenographer (full-time)

A PROGRAM OF READING ACCELERATION, REMEDIATION AND ENRICHMENT FOR SECONDARY SCHOOL STUDENTS IN POVERTY AREAS

Primary Objectives

Thirty per cent of the program participants will increase their reading grade beyond 1.0 as shown by the use of standardized tests.

At least 40% of the students participating in the program will demonstrate an increase in reading interest as shown by their reading one to three books within a five month period.

The development and increase of the ability of program teachers to use methods, materials and programs for diagnosis and remediation of reading disabilities as shown by a rating scale of teacher performance.

Project Description

Students, selected on the basis of reading retardation below grade eight and with priority given to those in the upper grades, attend a daily period of reading instruction. Students receive an optimum of attention and instruction based on analysis of their weaknesses and strengths in small classes of 12. They receive instruction as needed in the word-attack skill of phonetic and structural analysis; acquisition of vocabulary through context clues, dictionary skills and word study; the various comprehension skills involved in getting and interpreting the meaning of the printed page; and applying appropriate reading rate and increasing the rate of reading. The remedial reading class is in addition to the students' English class.

A team of three reading specialists, the program coordinator and two teacher trainers, visit the schools for the purpose of training and assisting the teachers on the job in all phases of reading instruction. They observe and assist participating teachers, develop training programs for teacher improvement, evaluate and identify effective materials, confer with chairmen about new developments, arrange conferences and assess programs.

In addition to the on-going training, two one-day training seminars are held for all participating teachers to delineate objectives, plan effective programs, advise as to the use of new materials, and instruct in the effective use of diagnostic methods and tests. These seminars are conducted on school time. Substitutes are provided with lesson plans by the teachers for the days on which they attend seminars.

A PROGRAM OF READING ACCELERATION, REMEDIATION AND ENRICHMENT FOR SECONDARY SCHOOL STUDENTS IN POVERTY AREAS
(continued)

District Number: High Schools

Total Budget: $1,205,095

Function Numbers: B/E 17-05461
SED 14-71-33-1-07

Status of Project: Recycled

Beginning Date: 9/1/71

Specific Schools Involved
High Schools: Benjamin Franklin, Charles Evan Hughes, George Washington, Haaren, Louis D. Brandeis, Morris, Seward Park, Curtis, Susan E. Wagner, Walton, Central Commercial, Fashion Industries, Adlai E. Stevenson, De Witt Clinton, Boys, Evander Childs, Flushing, James Monroe, John Bowne, Theodore Roosevelt, William Howard Taft, Andrew Jackson, Bushwick, Francis Lewis, Lafayette, Grover Cleveland, Martin Van Buren, Springfield Gardens Food and Maritime Trades, Mabel D. Bacon, South Shore, Manhattan Vocational, Abraham Lincoln, Jane Addams, Eastern District, Fort Hamilton, August Martin, Franklin D. Roosevelt Franklin K. Lane, Automotive, George W. Wingate, New Utrecht, Prospect Heights, Sheepshead Bay, Samuel Gompers, Thomas Jefferson, Alfred E. Smith, Clara Barton Vocational, East New York Vocational, George Westinghouse Vocational, William H. Maxwell Vocational, William E. Grady Vocational, New York School of Printing, Alexander Hamilton Vocational, Sarah J. Hale Vocational

Completion Date: 6/30/72

Number of Children Served
High Schools: 3,360

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
596-6493

REACH OUT

Primary Objectives

It is expected that at least 75 to 80% of the participants will upgrade their academic achievement by at least 10% if they have sought a minimum of 25 sessions in the area of curriculum tutoring.

Attendance will be improved and lateness will be reduced by at least 30% as shown by a comparison of past and present records.

Project Description

The names of students whose scholastic achievement is unsatisfactory are referred by guidance counselors to the coordinators of the program. The parents of the students are then contacted by parent program assistants or family assistants. After discussion with the parents the assistants arrange for any of the following activities as needed for the students: guidance counseling, tutoring, program changes, part-time employment, vocational or educational counseling, and referrals to social, health or psychiatric agencies.

In Brandeis High School and its annex special group tutoring in specific subjects is provided before or after school hours for those pupils needing remediation. Tutoring sessions are scheduled for two hours each day Monday through Thursday. Twenty-five student aides under the supervision of two teachers do the tutoring. The Homework Helper Program, which is funded through State Urban Education funds, furnishes the tutors in Bushwick and Abraham Lincoln, the other two schools in the program.

District Number: High Schools

Function Numbers: B/E.17-05462
SED 14-71-33-1-11

Total Budget: $250,116

Status of Project: Recycled

Beginning Date: 9/8/71

Completion Date: 6/30/72

Specific Schools Involved
High Schools: Louis D. Brandeis,
Bushwick,
Abraham Lincoln

Number of Children Served
High Schools: 2,000

Project Personnel
4 Coordinators (full-time)
20 Parent Program Assistants (full-time)
2 Teachers (part-time)
25 Student Aides (part-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

ASPIRATION SEARCH

Primary Objectives

It is estimated that 15 to 25% of the participants will be admitted to college.

Attendance will be improved as shown by a comparison of the records of the participants and a matched group of students not in the program.

It is estimated that 50% of the potential dropouts will be motivated through guidance to remain in school.

Eighty per cent of the students will gain placement in government agencies, business or industry, and colleges.

Project Description

Intensive group and individual educational and vocational guidance is provided for 11th and 12th graders.

The guidance counselors identify the youngsters who need their help by reviewing records and interviewing teachers. The counselor then, through a series of interviews, motivates the youngsters to further their education or to seek training beyond the high school level. They also hold parent workshops and confer individually with parents on the educational and vocational future of the students. Parent program assistants make the initial contact with the home and continue to serve as a link between school and home.

The guidance counselors work with the grade advisors, activity supervisors, remedial reading teachers and other members of the staff to offer enrichment of pupil personnel services.

The coordinator not only administers the program but acts as an itinerant counselor to effect liaison with admissions offices and placement counselors.

ASPIRATION SEARCH
(continued)

District Number: High Schools

Function Number: B/E 17-05463
SED 14-71-33-1-09

Total Budget: $516,351

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
Far Rockaway,
George Washington,
John Adams,
Prospect Heights,
Richmond Hill

Number of Children Served
High Schools: 3,750

Project Personnel
1 Coordinator (full-time)
15 Guidance Counselors (full-time)
10 Parent Program Assistants (full-time)
5 School Secretaries (full-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

SCHOOL-HOME CONTACT

Primary Objectives

To bridge the gap between school and home; to reduce the number of drop-outs; to reduce class cutting and tardiness.

To create rapport between parents of problem students and the family assistants.

To provide parents with information they believe they can use to help their children.

To provide needed information on family background of the students for the school staff.

Project Description

One hundred family assistants under the supervision of two attendance teachers act as liaison between school and home. The family assistants, working with the school's attendance teacher, coordinators, deans and guidance personnel, work with pupils whose records indicate that they are not achieving their potential or that their absences and tardiness have increased. The family assistants go into the homes immediately on the event of absence, lateness, infractions of regulations, or other failures. Some of the services that the family assistants render to the students and their families are answers to questions involving the needs of the children for lunch money, books, homework, school regulations and clothing. The family assistants likewise aid the schools by reporting relevant information to school personnel and try to arrange for help for the students and their families through school personnel or social agencies. Follow-up visits are made to keep parents apprised of the progress of their children.

Inservice training for the family assistants is conducted by the attendance teachers in areas such as human relations, social work, knowledge about the school and its offerings, and techniques in reporting home visits.

SCHOOL-HOME CONTACT
(continued)

District Number: High Schools

Total Budget: $436,697

Function Numbers: B/E 17-05464
SED 14-71-33-1-10

Number of Children Served
High Schools: 15,000

Specific Schools Involved
Central Commercial, Haaren,
Samuel Gompers Vocational,
East New York Vocational,
William H. Maxwell Vocational,
Julia Richman, James Monroe,
Walton, Eastern District,
Canarsie, Prospect Heights,
George W. Wingate,
Prospect Heights,
Thomas Jefferson,
Forest Hills,
Francis Lewis,
John Bowne,
Martin Van Buren,
Franklin K. Lane

Status of Project: Recycled

Beginning Date: 9/20/71

Completion Date: 6/30/72

Project Personnel
2 Attendance Teachers
(full-time)
100 Family Assistants
(full-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

LINCOLN CENTER STUDENT PROGRAM

Primary Objectives

Seventy per cent of the program participants will achieve at least a 20% increase in knowledge of artistic skills as shown by a comparison of the Performing Arts Information Inventory administered at the beginning and close of the program.

Seventy per cent of the program participants will show a positive increase in their attitudes toward art forms of at least one unit as measured by pre and post administration of a five-point attitude scale.

Seventy per cent of the program participants will acquire a more positive self-image regarding the performing arts as measured by pre and post administration of a form.

Seventy per cent of the program participants will increase in their degree and depth of participation in the performing arts as measured by pre and post administration of a form.

Project Description

One artist from Lincoln Center is assigned to each of ten schools to work in the classroom in a team-teaching operation with disadvantaged youngsters. The artists assist the students in becoming aware of their potential, increase the opportunities for productive communication skills through the writing of plays, scripts, songs and music, the choreography of dances and the making of films. The students also learn not only the techniques and craft of the performing arts but also the history, development and contemporary expression of these art forms.

Lincoln Center also provides in-school performances in music, dance, drama and opera.

Lincoln Center funds 44% of the program and the remaining 56% comes from the high school allocation.

LINCOLN CENTER STUDENT PROGRAM
(continued)

District Number: High Schools

Total Budget: $79,105

Function Numbers: B/E 17-05465
SED 14-71-33-1-13

Number of Children Served
High Schools: 2,000

Specific Schools Involved
Louis D. Brandeis,
William Howard Taft,
Haaren, Julia Richman,
Prospect Heights,
Alexander Hamilton Vocational,
Samuel Gompers Vocational,
Evander Childs,
Adlai E. Stevenson,
Central Commercial

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Project Personnel
Lincoln Center Resource Personnel

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

JOHN JAY FAMILY LANGUAGE PROGRAM

Primary Objectives

Sixty per cent of the students will show a mean gain of 1.5% categories above their initial score on the Subject Development Examination in English for Speakers of Other Languages.

Approximately 40% of the students in the program are expected to increase their average grade in major subjects by approximately ten grade points between October and May.

Fifty per cent of the parents involved in the program are expected to achieve a gain of one level on the project-developed examination of English for speakers of other languages.

It is expected that 30% of the adults in the program will substantially increase participation in adult education forms, such as high school equivalency diploma courses and vocational career ladder programs.

Project Description

The program is designed to accelerate the program of learning English as a second language and to facilitate language usage for students at John Jay High School.

The high school students are given instruction in English as a second language during their regular school day (tax-levy funds). This program then provides for English as a second language to be taught in the students' homes in the evenings to him and his entire family. An English as a Second Language teacher and a bilingual educational assistant visit the home two evenings a week to give instruction. Therefore, the high school student not only gets additional help but has the opportunity to practice with his family.

District Number: High Schools

Function Numbers: B/E 17-05466
SED 14-71-33-1-08

Total Budget: $34,411

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
High School: John Jay

Number of Children Served
High School: 200

Project Personnel
1 Teacher-in-Charge (part-time)
10 Teachers (part-time)
1 Clerk (part-time)
10 Educational Assistants (part-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

HIGH SCHOOL HOMEWORK HELPER

Primary Objectives

To improve arithmetical computations and basic mathematical skills and abilities in the areas of general mathematics, algebra and geometry by 10-15% above the average achievement of the tutees as established at the initial test time.

To improve reading skills by 10-15% above the initial test scores for both tutees and tutors in the areas of word knowledge and reading comprehension.

Project Description

Approximately 3,000 secondary school students receive tutorial help on an individual basis during the school year. Students attend two one-hour or two two-hour sessions per week on either Mondays and Wednesdays or Tuesdays and Thursdays. Tutorial sessions are held before or after school.

The tutorial activities include help with reading and homework, development of independent work habits and study skills, and specialized tutoring in subject matter areas such as foreign language, algebra, social studies and English.

The tutors are either high school students from the tutees own school or college students from colleges in the area under the supervision of a licensed teacher.

An orientation program for new tutors is conducted early in October. Planning and training sessions are held on Fridays.

HIGH SCHOOL HOMEWORK HELPER
(continued)

District Number: High Schools

Total Budget: $755,473

Function Numbers: B/E 17-05467
SED 14-71-33-1-20

Status of Project: Recycled

Beginning Date: 9/1/71

Specific High Schools Involved
Audomotive, Abraham Lincoln, Boys, Eastern District, Franklin K. Lane, Eli Whitney Vocational, John Jay, Fort Hamilton, George W. Wingate, William E. Grady Vocational, Lafayette, James Madison, Morris, William H. Maxwell Vocational, Thomas Jefferson, Seward Park, Thomas Jefferson Annex, Haaren, Central Commercial, Julia Richman, Charles Evan Hughes, Walton, Curtis, Mabel Dean Bacon, Louis D. Brandeis, Washington Irving, Louis D. Brandeis Annex, Benjamin Franklin, George Washington Annex, George Washington, Christopher Columbus, De Witt Clinton, Evander Childs, Bushwick, Adlai E. Stevenson, Jane Addams Vocational, William Howard Taft, Port Richmond, Susan E. Wagner, Tottenville, Forest Hills, Francis Lewis, Grover Cleveland, Martin Van Buren, Springfield Gardens, John Bowne, Bushwick Annex, Erasmus Hall, John Adams, New York School of Printing

Completion Date: 6/30/72

Number of Children Served
High Schools: 3,500

Project Personnel
1 Coordinator (full-time)
8 General Assistants (part-time)
50 Teachers (part-time)
1 School Secretary (full-time)
1 Supervising Stenographer (full-time)
8 School Secretaries (part-time)
2 Auxiliary Trainers (part-time)
100 Educational Assistants (part-time)
550 Student Aides (part-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

CAREER GUIDANCE SERVICES FOR DISADVANTAGED STUDENTS

Primary Objectives

At least 75% of the program participants will achieve a 40-60% improvement in academic skills measured by the Metropolitan Achievement Test.

At least 33% of the high school seniors participating in the program will apply for college admission.

At least 30% of those students whose first language is not English will increase 33% in English proficiency as measured by standardized pre and post testing.

Project Description

Guidance counselors identify potential college students whose present problems may frustrate their desires for higher education. Personal and educational guidance is given and tests to ascertain aptitudes, academic strengths and skill weaknesses are taken by the students. After this, college counseling as well as information about colleges is given, the aptitude and skills tests are studied to aid the students in making realistic plans and remedial work and tutoring are available. Constant liaison with the students' homes is maintained.

Pupils on all levels in the high school (grades 9-12) are given services.

The program is in operation from 4-7 p.m. five days a week.

District Number: High School

Function Number: B/E 17-05471
SED 14-71-33-1-14

Total Budget: $28,128

Project Personnel
1 Teacher-In-Charge (part-time)
1 Psychologist (part-time)
6 Teachers (part-time)
2 Guidance Counselors (part-time)
1 Senior Stenographer (part-time)
1 Senior Clerk (part-time)
1 Typist (part-time)
2 Student Aides (part-time)
1 Social Worker (part-time)

Specific Schools Involved
High School: Brandeis

Number of Children Served
High School: 200

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

LOWER EAST SIDE ACADEMY

Primary Objectives

To provide an educational program that will result in at least 40% improvement in attendance as compared to the attendance of the same students in the previous academic year, as determined by examination of attendance records of the sending high school and the prep school.

To enable potential and actual dropout returnees to manifest an improvement of 25-50% in academic achievement in every major subject area as measured by commercially available achievement tests in widespread use, administered on a before-to-after basis.

To enable disadvantaged potential and actual dropout returnees to make progress toward their high school diplomas by acquisition of from 40% to 60% more high school credits toward graduation compared to the number of credits acquired by these same students during the previous academic year.

To provide all non-English-speaking or bilingual students in the Prep school with instruction that will result in at least a 33% gain in proficiency in English as measured by a standardized test on a before and after basis.

Project Description

The program provides an alternate educational setting for potential or actual dropouts living in the Chinatown area. The students are recommended by their home school because they are dropouts, truants or potential dropouts and are economically and educationally deprived.

Students attend 7 periods daily between 8 a.m. to 1 p.m. Instruction is given in 5 major subject areas including English as a Second Language in small groups of 10-15 students. There are tutorial classes also and elective subject classes in areas such as typing, photography, music, art, oriental philosophy and calligraphy.

A student who remains at the Academy through his course of study receives full credit toward his diploma from the home school.

The school year is divided into trimesters of approximately fifteen weeks.

LOWER EAST SIDE ACADEMY
(continued)

District Number: High Schools

Function Numbers: B/E 17-05472
SED 14-71-33-1-04

Total Budget: $91,338

Status of Project: Recycled

Beginning Date: 7/1/71

Completion Date: 6/30/72

Specific Schools Involved
High Schools: Haaren
Seward Park

Off-Site Location
Young Life Campaign Building
11 John Street
New York, New York 10038

Number of Children Served
High Schools: 80

Project Personnel
1 Coordinator (full-time)
5 Teachers (full-time)
1 School Secretary
(full-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

THE USE OF PARAPROFESSIONALS TO SUPPORT STUDENT INDEPENDENT STUDY

Primary Objectives

Students will acquire greater retrieval skills so that each will show an increment of 20% to 40% as indicated by pre and post rating scales.

Each student will receive increased instructional time resulting in 25% greater mastery of subject matter as indicated on pre and post inventories.

Thirty per cent of the students will acquire improved library skills such as the use of cataloguing, reference books, research terminology, and data.

Students' attendance at departmental resource centers will be increased by at least 10% improving their independent study activities with approximately 30% of their daily program.

Project Description

This program enhances the three new high schools that are trying a new approach to secondary education. The emphasis of the program is individual initiative and study. Students spend at least one-fourth of their time in independent study. The buildings are structured so that a large number of students have the area and facilities to work outside formal class instruction in five to six major study resource centers and the library. Educational assistants under the supervision of licensed teachers are provided through this program to perform supportive activities in these resource centers and the library.

The educational assistants maintain quiet and orderly procedures in the resource centers while sustaining a congenial atmosphere for pupils, thus encouraging attendance and productive studies. They perform clerical duties necessary for maintaining records of student performance and activity and assist in monitoring student progress. They help to reduce the reluctance of slow students to request academic assistance by bridging the gap between student and teacher in the learning-teaching relationship. Further, the educational assistants provide tutorial services. Finally, they file and distribute student "prescriptions" to teachers upon request.

THE USE OF PARAPROFESSIONALS TO SUPPORT STUDENT INDEPENDENT STUDY
(continued)

District Number: High School

Function Numbers: B/E 17-05473
SED 14-71-33-1-18

Total Budget: $109,255

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Specific Schools Involved
High School: John Dewey,
August Martin,
Hillcrest

Number of Children Served
High School: 2,725

Project Personnel
30 Educational Assistants
(full-time)

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

PROJECT FOR INCREASED ACHIEVEMENT AND A NEW OUTLOOK

Primary Objectives

Sixty per cent will show an improvement in academic achievement of 25% as indicated by a comparison of total subjects passed in June and the previous January.

Attendance will be improved by 30% and lateness reduced by 35%.

Forty per cent of the underachievers will upgrade their aspirational levels for post high school education.

Disciplinary infractions will be reduced by 35% and liaison with parents will increase.

Those participants who are 2 years or more below grade level will show at least a six month increment as indicated by pre and post testing with the Metropolitan Achievement Test.

Project Description

The program is designed to meet the needs of ninth graders who are disadvantaged youngsters, coming from a ghetto type of neighborhood, to a high school that is a considerable distance from their homes and even more distant from a social and economic point of view. It offers small classes; individual instruction as needed, remediation, tutoring, and intensive guidance services. There is increased liaison with the students' homes. Referrals to the school psychologist are made when necessary.

The program is coordinated by a full-time teacher who teaches two classes in the project. This enables him to know the students on an intimate level.

There is a grade adviser to help the students in planning their high school program and their post high school careers. He also teaches classes in the project.

A Teacher Assistant Corps of older students trained by the English Department work with the youngsters providing them with orientation to the school and help with homework and special assignments.

Trips are taken to places of cultural interest and occupational exploration.

PROJECT FOR INCREASED ACHIEVEMENT AND A NEW OUTLOOK
(continued)

District Number: High School

Specific Schools Involved
High School: John Bowne
Martin Van Buren

Function Number: B/E 17-05474
SED 14-71-33-1-15

Number of Children Served
High School: 800

Project Personnel
2 Coordinators (full-time)
2 Guidance Counselors (full-time)
4 Teachers (full-time)
2 School Psychologists (part-time)
2 Family Assistants (full-time)
4 School Aides (full-time)

Status of Project: Recycled

Total Budget: $203,599

Beginning Date: 9/13/71

Completion Date: 6/30/72

Contact Person
Miss Ann Braunstein
110 Livingston Street
Brooklyn, New York 11201
Telephone Number: 596-6493

BLACK HISTORY ON STATEN ISLAND

Primary Objectives

Sixty per cent of the participating students will gain .7 grade level in reading comprehension and study skills as shown by pre and post testing.

Eighty per cent of the participating students will complete individual projects and produce an oral history record of black families on Staten Island.

Seventy-five per cent of the participating students will have gained a beginning competence in the techniques of gathering oral history and the knowledge and use of research techniques.

Project Description

Eleventh and twelfth grade students at Port Richmond High School who are reading below minimum competency attend a special remedial class five times a week in addition to the regular English period. Activities in the class include remedial reading, study skills, use of the library and research techniques, using reference material, cataloguing, writing and oral communication.

The students meet three afternoons a week from 3 to 5 p.m. at which time they work on writing the history of the black man on Staten Island. The project involves library research, meetings with consultants, trips around the island, interviewing residents, collation of materials, preparation of materials for publication and meetings with Richmond College students.

A program at Richmond College funded by the National Endowment for the Humanities provides for investigating black history on Staten Island. Ten students from the college acting as educational assistants work with the high school students in the program. The educational assistants review their work and accompany them on their interviews and field trips.

Students also go on trips to the National Archives, Washington, D.C., the Schomburg Collection of Negro Literature and History, other libraries and universities that contain useful information or material that aids them with their research.

BLACK HISTORY ON STATEN ISLAND
(cont'd)

District Number: High School

Function Number: B/E 17-05475
SED

Total Budget: $35,008

Status of Project: New

Beginning Date: 2/1/72

Completion Date: 6/30/72

Specific Schools Involved
High School: Port Richmond

Number of Children Served
High School: 35

Project Personnel
1 Teacher (full-time)
1 Librarian (part-time)
1 Teacher (part-time)
1 School Secretary (part-time)
10 Educational Assistants (part-time)

Contact Person
Miss Ann Braunstein
Board of Education
110 Livingston Street
Room 623
Telephone Number: 596-6493

DEVELOPMENT OF AN EDUCATIONAL PROGRAM FOR FORMER NARCOTIC ADDICTS AND DRUG USERS IN A NARCOTIC ADDICTION AGENCY

Primary Objectives

Eighty per cent of the student residents will be prepared for the High School Equivalency Diploma over a ten-month period.

Eighty per cent of the students will achieve a score of ten or better on the California Achievement Test Battery.

Eighty per cent of 30 to 40 residents will raise their mathematics and reading scores by at least one year as measured by the California Achievement Test Battery.

Project Description

The program provides for the educational needs of 210 former narcotics addicts and drug users during the period of their residence under the supervision of the Phoenix Foundation.

The resident population consists predominantly of school dropouts. The residents are grouped into three instructional units according to their achievement levels as determined by testing.

Students in the first instructional unit, those residents who take the High School Equivalency Examination after five months of preparation, concentrate on a wide variety of reading material with the emphasis placed on the attainment of factual knowledge and increased comprehension abilities. Material is drawn from the fields of science, social studies and literature. In addition, large segments of time are devoted to both review and new learning of high school mathematics leading to increased comprehension and manipulative abilities. Among the subjects covered are: elementary and intermediate algebra, plane trigonometry and advanced business arithmetic. Those students not passing the High School Equivalency Examination on the first try are recycled for another two to five-month period emphasizing those areas of weakness as indicated by the examination results.

Students in the second instructional unit cover much the same work as those in the first unit: however, more time is allotted for drill and practice of basic skills. Also, more programmed learning material is used with this unit.

The students in the third instructional unit use highly individualized materials and receive more individual instruction.

A selected group of 15 to 20 students also participate in a program of arts, crafts and photography.

DEVELOPMENT OF AN EDUCATIONAL PROGRAM FOR FORMER NARCOTIC ADDICTS AND DRUG USERS IN A NARCOTIC ADDICTION AGENCY
(continued)

District Number: Special Schools

Function Numbers: B/E 17-05412
SED 14-71-32-1-01

Location of Project
Phoenix House
Hart Island
800 Fordham Street
Bronx, New York 10464

Number of Children Served
High Schools: 210

Contact Person
Mr. Irwin Shanes
65 Court Street
Brooklyn, New York 11201
Telephone Number: 596-2808

Total Budget: $179,374

Status of Project: Recycled

Beginning Date: 9/13/71

Completion Date: 6/30/72

Project Personnel
1 Teacher-in-Charge (full-time)
7 Teachers (full-time)
1 School Secretary (full-time)

Part II

CLASSIFIED DATA

ADMINISTRATION

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-2-6451	1	District Administration	$ 10,266	3
43-2-6451	6	Administrative Budget	$ 36,025	30
47-2-6451	8	District Administrative Budget	$ 50,881	52
49-2-6451	9	District Administrative Budget	$ 84,217	69
51-2-6451	10	Administrative Budget	$ 33,596	75
61-2-6451	15	District Administrative Budget	$ 62,394	104
67-2-6451	18	District Administrative Budget	$ 30,646	118
71-2-6451	20	SUE Administrative Budget	$ 30,922	125
73-2-6451	21	District Administrative Budget	$ 20,437	135
81-2-6451	25	District Administrative Budget	$ 29,282	160
89-2-6451	29	District Administrative Budget	$ 9,939	174
93-2-6451	30	District Administrative Budget	$ 44,665	183
95-2-6451	31	District Administrative Budget	$ 45,260	187
17-05451	High Schools	Administrative Budget for High Schools	$ 56,834	208

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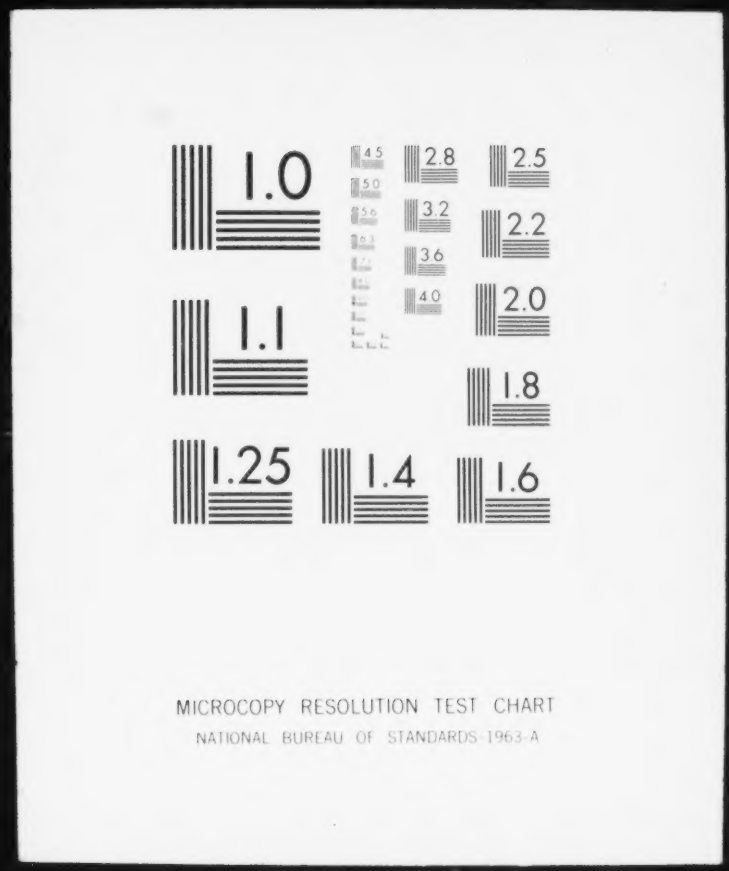

BILINGUAL PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-2-6465	2	Bilingual Resource Program	$ 35,053	20
43-2-6453	6	Bilingual Program	$ 212,198	31
43-2-6462	6	Remedial Bilingual Program	$ 31,633	41
51-2-6456	10	Bilingual-Bicultural Program	$ 154,946	82

CAREER DEVELOPMENT

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
45-2-6456	7	District Career Resource Center	$ 76,278	48
17-05452	High Schools	Auxiliary Services for High Schools	$1,508,042	209
17-05455S	High Schools	High School Redirection (Summer)	$ 96,010	214
17-05455F	High Schools	High School Redirection (Fall)	$ 396,624	216
17-05471	High Schools	Career Guidance Services for Disadvantaged Students	$ 28,128	236

CULTURAL ENRICHMENT

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
43-2-6460S	6	Festival Workshop Program	$ 2,332	38
47-2-6459	8	Lincoln Center Student Program	$ 23,888	60
51-2-6459	10	Young Audiences Pupil Program	$ 5,880	87
53-2-6455	11	Young Audiences Pupil Program	$ 6,186	90
71-2-6457	20	Young Audiences	$ 6,351	128
73-2-6453	21	Creative Labs Introduce Musical Brotherhood	$ 123,569	138
73-2-6458	21	Lincoln Center Student Program	$ 23,181	146
89-2-6454	29	Instructional Media Center and Young Audiences	$ 39,440	176
95-2-6461	31	Enriched Music Program	$ 36,336	196
17-05465	High Schools	Lincoln Center Student Program	$ 79,105	231

CULTURAL HERITAGE

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
43-2-6458	6	Enrichment and Cultural Heritage Academy	$ 49,670	35
43-2-6461	6	Black Studies	$ 36,629	39
45-2-6453	7	Afro-American History & Culture Program	$ 75,756	42
45-2-6454	7	Puerto Rican & Hispanic Culture	$ 78,385	43
17-05475	High Schools	Black History on Staten Island	$ 35,008	243

DRUG ABUSE PREVENTION

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
17-05412	Special Schools	Development of an Educational Program for Former Narcotic Addicts and Drug Users Resident in a Narcotic Addiction Agency	$ 179,374	245

EARLY CHILDHOOD

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-2-6462	2	In-Migrant School Community Project	$ 82,074	16
35-2-6464	2	Pre-School Program	$ 23,699	18

EARLY CHILDHOOD
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
47-2-6454	8	Early Childhood Centers	$ 70,130	55
47-2-6464S	8	Early Childhood Centers (Summer)	$ 11,810	66
95-2-6456	31	Pre-Kindergarten Program	$ 175,898	193
17-05404	Special Education	Readiness Program for Disadvantaged Children with Exceptional Learning Disabilities	$ 420,669	202

ENGLISH AS A SECOND LANGUAGE

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-2-6461	2	Situational Reinforcement Language Training	$ 57,373	15
47-2-6457	8	Classes for Overaged Pupils of English as a Second Language	$ 77,216	58
61-2-6456	15	Teaching English to Non-English Speaking Pupils	$ 165,041	106
71-2-6459	20	Teaching English as a Second Language	$ 143,708	131
93-2-6453	30	An Intensive Non-English Program	$ 153,424	184
17-05433	High School	Chinatown English Language Center	$ 59,736	206
17-05459	High School	Improving the Teaching of English as a Second Language	$1,497,648	220
17-05466	High School	John Jay Family Language Program	$ 34,411	233

EXPERIMENTAL ELEMENTARY PROGRAM

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-2-8401	1	EEP Model A	$ 547,588	7
37-2-8401	3	EEP Model A	$1,019,234	24
53-2-8404	11	EEP Model D	$ 394,745	100
57-2-8401	13	EEP Model A	$ 494,313	102
65-2-8401	17	EEP Model A	$1,062,032	116
87-2-8404	28	EEP Model D	$ 390,000	172
89-2-8402	29	EEP Model B	$ 294,177	182

GUIDANCE

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-2-6460	2	Sanctuary Class	$ 25,727	14
45-2-6455	7	Triple S	$ 74,807	45
45-2-6458	7	Class Meeting Program	$ 36,399	49
47-2-6461	8	Teenage Headstart	$ 23,906	63
49-2-6452	9	Assisting Students with Serious Behavior Problems	$ 556,950	71
51-2-6455	10	Guidance Interim Class	$ 46,888	80
53-2-6458	11	An "Open Day" Classroom at J.H.S. 113, Bronx	$ 42,101	94

GUIDANCE
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
61-2-6460	15	Return to School Program	$ 75,417	108
65-2-6456	17	Flatbush Extension	$ 79,997	114
67-2-6456	18	Project Success	$ 202,302	119
73-2-6460	21	Satellite Classes	$ 107,005	148
85-2-6453	27	Operation Search	$ 212,531	164
95-2-6453	31	Project Civic	$ 48,205	189
95-2-6455	31	Family Living Including Sex Education	$ 17,873	191
95-2-6464	31	Social Group Work with School Absentees	$ 6,120	201
17-05460	High Schools	Attendance Task Force	$ 431,386	222
17-05463	High Schools	Aspiration Search	$ 516,351	227
17-05474	High Schools	Project for Increased Achievement and a New Outlook (P.I.A.N.O.)	$ 203,599	241

INDUSTRIAL ARTS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
67-2-6457	18	Elementary Mobile Industrial Arts Learning Center	$ 30,777	121

INFORMATION COLLECTION AND DISSEMINATION

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
47-2-6460	8	Afterschool Community League Newsletter	$ 43,766	61
61-2-6461	15	Community Newsletter	$ 15,209	109
71-2-6460	20	A Multi Faceted Dissemination Center	$ 14,190	133

INSERVICE TRAINING

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-2-6456	1	STINT (Supportive Training for Inexperienced and New Teachers)	$ 155,482	6
35-2-6467	2	Innovative Materials, Processes, Aids, to Creative Teaching (IMPACT)	$ 102,847	22
63-2-6452	16	STINT (Supportive Training for Inexperienced and New Teachers)	$ 485,939	111
73-2-6456	21	STINT (Supportive Training for Inexperienced and New Teachers)	$ 68,747	142

INSERVICE TRAINING
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
75-2-6455	22	Teacher Training for New and Inexperienced Teachers	$ 61,751	153
17-05415	High School	In-Service Professional Development	$ 52,177	204

MATHEMATICS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-2-6453	2	Improvement of Computational Skills	$ 15,499	10
47-2-6453	8	Mathematics Laboratories	$ 306,327	54
67-2-6458	18	Mathematics Laboratory for Elementary and JHS	$ 52,020	123
87-2-6455	28	Supportive Services	$ 121,224	171
95-2-6457	31	Mathematics Laboratories	$ 36,556	195

MULTI-MEDIA

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
51-2-6454	10	Multi-Sensory Stations	$ 95,151	79
89-2-6454	29	Instructional Media Center & Young Audiences	$ 39,440	176

MULTI-SERVICES

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
43-2-6459	6	Developing Wider Horizons Students and Consumers	$ 21,693	37
47-2-6456	8	Word Power League	$ 60,877	57
51-2-6452	10	Strengthening Basic Skills in JHS	$ 71,179	76
51-2-6458	10	Learning Resource Center	$ 60,920	86
53-2-6453	11	Pan Academic Uplift at JHS 142X	$ 17,900	88
53-2-6457	11	Sub-Divided Grades Program at I.S. 144 Bronx	$ 69,026	92
53-2-6460	11	Academic Culture Engagement	$ 19,928	98
79-2-6452	24	Decentralized Umbrella	$ 443,357	158
81-2-6452	25	Services for the Poor Children Who Are Educationally in Need in District 25 Queens	$ 253,647	161
85-2-6454	27	Aerospace Education Resource	$ 46,266	165
89-2-6452	29	Summer Day Elementary School P.S. 156	$ 17,630	175

MULTI-SERVICES
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
89-2-6456	29	Summer Day Elementary School P.S. 135	$ 18,064	178
95-2-6452	31	Summer Day Elementary School at P.S. 50	$ 16,125	188
95-2-6463	31	Cluster Team #61	$ 90,867	199
17-05462	High Schools	Reach Out	$ 250,116	226
17-05472	High Schools	Lower East Side Academy	$ 91,338	237

PARAPROFESSIONAL PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-2-6453	1	Elementary School Educational Assistants - Upper Grades 3-6	$ 132,865	4
35-2-6456	2	Utilization of Educational Assistants, Grade 3	$ 41,740	11
35-2-6457	2	Utilization of Library Assistants	$ 22,776	12
35-2-6459	2	School-Home Liaison	$ 14,728	13
39-2-6452	4	Family Assistants-Home Liaison	$ 24,436	26

PARAPROFESSIONALS PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
39-2-6453	4	Educational Assistants Grades 3-6	$ 198,559	27
39-2-6454	4	Parent Program Assistants	$ 155,907	28
39-2-6456	4	Educational Assistants in Junior High Schools	$ 121,072	29
43-2-6454	6	Library Use Incentive	$ 74,407	32
43-2-6457S	6	Training Teams (Summer)	$ 5,146	33
43-2-6457F	6	Training Teams (Fall)	$ 41,781	34
45-2-6459	7	Guidance Assistants in the Junior High and Intermediate Schools	$ 26,460	51
47-2-6452	8	Educational Assistants - Grade 3	$ 159,852	53
61-2-6463	15	Guidance Aides	$ 32,335	110
63-2-6454	16	Community Auxiliary Personnel Assigned to Health Related Services	$ 212,075	112
73-2-6457	21	Parent Helpers	$ 62,283	144
75-2-6457	22	Educational Assistants to Aid Underachievers	$ 121,165	157
89-2-6458	29	Library Assistants Program	$ 119,165	181

PARAPROFESSIONALS PROGRAMS
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
17-05464	High Schools	School-Home Contact	$ 436,697	229
17-05473	High Schools	The Use of Paraprofessionals to Support Student Independent Study	$ 109,255	239

READING

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
33-2-6455	1	Project Read	$ 18,785	5
35-2-6463	2	Reading Laboratory	$ 38,451	17
35-2-6466	2	Diagnostic Reading Program K-3	$ 24,410	21
47-2-6465	8	High Intensity Learning Centers in Reading for Junior High School	$ 90,405	67
49-2-6458	9	Cureton Reading Program	$ 430,159	73
51-2-6453	10	Reading Diagnostic Program	$ 96,806	78
61-2-6453	15	Diagnostic Reading	$ 431,634	105
71-2-6456	20	Guidance and Corrective Reading in Elementary and Junior High Schools	$ 348,143	126
71-2-6458	20	Reading Diagnosis, Remediation and Teacher Training Center	$ 54,155	129

READING
(continued)

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
73-2-6452	21	Diagnostic and Remedial Learning Laboratories	$ 91,849	136
75-2-6452	22	Reading in Summer Vacation Day Camps	$ 13,688	150
75-2-6454	22	Elementary Diagnostic and Remedial Reading Center	$ 45,563	151
75-2-6456	22	Junior High School Reading Laboratories	$ 89,957	155
83-2-6452	26	Learning Laboratories to Enrich the Reading Program	$ 212,318	163
85-2-6455	27	Diagnostic Reading	$ 285,091	167
87-2-6454	28	Program to Upgrade Reading Achievement	$ 188,767	169
89-2-6457	29	Reading Diagnostic Center	$ 290,274	179
93-2-6460	30	More Intensive Learning Experience for Students	$ 326,370	185
95-2-6462	31	Reading Laboratory	$ 48,132	197
17-05461	High Schools	A Program of Reading Acceleration, Remediation and Enrichment for Secondary School Students in Poverty Areas	$1,205,095	224

SCIENCE

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
35-2-6452	2	Science Experience Program	$ 31,135	9
47-2-6462	8	Science Interest Development Project	$ 18,380	65
51-2-6457	10	Living Science Program	$ 44,247	84
53-2-6459	11	Upward Program in Science	$ 45,129	96
73-2-6454	21	Man and His Environment	$ 46,147	140
17-05453	High Schools	DeWitt Clinton Zoological Project	$ 162,225	212

TUTORIAL PROGRAMS

B/E CODE	DISTRICT	PROJECT TITLE	TOTAL BUDGET	PAGE NUMBER
17-05456	High Schools	Langston Hughes High School Library Center for Homework Helpers	$ 71,156	218
17-05467	High Schools	High School Homework Helper	$ 755,473	234

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